Journal of Home Economics

VOLUME 38 NO. 5

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Nursery School Lessons Learned in Wartime
Mary Elizabeth Evans

Design for Better Living
Maurice F. Seay and *Leonard E. Meece*

Nutrition Education for the Very Young
Ruth S. Neel

"Not What They Hear, but What They See"
Marion Bock

The AHEA Saga–Part II
Keturah E. Baldwin

Furthering Good Human Relations
Alberta Young

May 1946

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About This Issue . . . . . .

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FOR THE VERY YOUNG

MRS. NEEL's experiment with elementary school children—somewhat modified perhaps—would make a fascinating project for a high school class. (p. 265 ff.)

IT'S WHAT THEY SEE

MRS. BOCK's interesting account of how she got families to plant and store more vegetables is too late for early gardeners but of value for that planting for fall harvesting. (p. 269 ff.)

BUDGETING THE FOOD DOLLAR

Food economists and nutritionists—and homemakers—will be interested in MRS. TUTTLE's account of her struggles to maintain a good diet for her husband and herself in spite of rising food prices. (p. 271 ff.)

WHEN PUPILS ARE PERVERSE

If you're having trouble with some pupil, maybe you can find help in DR. YOUNG's article. (p. 277 ff.)

HATS IN THE RING

AHEA's election time is near, and you'll want to see what home economists are on the ballot. (p. 300 ff.) A legislative program and constitution changes are also being offered for your evaluation. (p. 296)

QUIZ FOR MAY

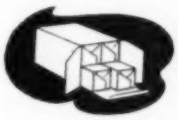
1. Ellen H. Richards started the first school lunch in Boston in what year—1884, 1894, or 1904? (p. 275)
2. AHEA's present-day concern for household employee is consistent with Mrs. Richards' philosophy; in the year —— she helped found a company to improve their work and conditions of labor. (p. 276)
3. The AHEA is a member of the ACUCG, along with representatives of what other groups? (consumer, labor, education, government, retail) (p. 282)
4. Steam-scalding blueberries before freezing them results in a superior product. (true or false) (p. 291)
5. Tests of coffee-makers showed that the vacuum type made the best beverage. (true or false) (p. 309)

AMERICAN HOME ECONOMICS ASSOCIATION

Thirty-seventh Annual Meeting, Cleveland, Ohio, June 24–27, 1946

Butter is Precious

KEEP IT IN THE CARTON



Most American families are getting much less butter than they want. This means that less butter is being used for cooking and baking, more is being saved for table use only.

Butter served on the table must now stand up under new, critical appraisal. Having taken on "scarcity" value, it is being looked to for the utmost in enjoyment. That is why, as shortages continue, consumers will take whatever butter they can get, but even more than ever the presence or absence of quality and flavor will be noticed and remembered.

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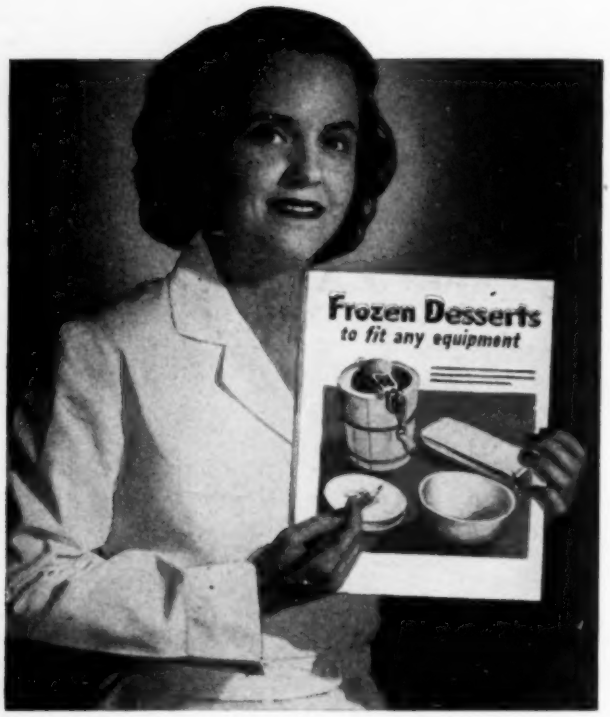

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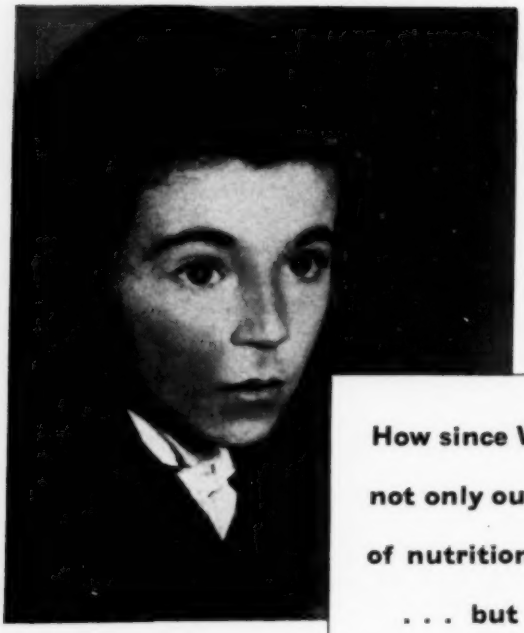
VITAMINS . . .



How since World War I not only our knowledge of nutrition has grown . . . but also our responsibilities at home and abroad

At the end of the first World War, many nutritional facts of inestimable value had not been discovered. The word "vitamin," for instance, was practically unknown to the layman.

In 1919, few home economists and very few homemakers could have even guessed the changes to come in the American menus as the result of the next 20 years of food research. Nor could they have foreseen how vitally important that knowledge would be in solving the food problems of another war.

Vitamins for peace

Likewise today no one can say what discoveries lie ahead which may make radical changes in our eating habits. But we do know that in the "new small world" we must apply the knowledge we now have wisely and on a broad scale.

When people are weak from hunger their feet shuffle slowly on any road to peace. And we must not forget that America's well-fed babies-of-today will be living almost side by side with the ill-fed babies of Asia and Europe . . . all of them citizens in a world that has lost its distances. Like the invisible atom, the infinitesimal vitamin must be used as a power for peace! All of this means, of course, that we must help feed starving peoples. But we must also understand our own country's resources and use them intelligently here *at home*.

We may take as an example America's dairy resources. During the war years America's dairymen supplied an unprecedented volume of milk, and Americans at home as well as on the fighting fronts came to a new appreciation of dairy foods. It has been said, for instance, that the exceptional protein content of *cheese* was one of America's great "wartime discoveries."

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in the World Today

"Milk vitamins" in cheese

Discoveries such as this, which can benefit the American diet and further strengthen the nation, should not be lost sight of in peacetime. America is capable of producing more fine cheese than any other country in the world. Cheese should be appreciated at home not only for its fine protein but *also* its unique contribution in milk minerals and vitamins.

In the popular mind, it is the fruits and "leafy green vegetables" that are still considered the "vitamin foods." The vitamins of such foods as milk, meat, eggs, cereals, cheese should also be understood. In the case of cheese, the content of vitamin A and riboflavin should be more widely appreciated.

Vitamin A in cheese especially important now

Cheddar cheese is a *good* source of vitamin A . . . a fact that is especially important for students and homemakers to understand right now when other dairy foods rich in this vitamin are in short supply in many parts of the country. And cheese is also a good source of riboflavin (vitamin G, sometimes called vitamin B_2), which is essential to normal growth.

Of course, at present, we Americans do not have an abundance of cheese. Europe's production is 43% below prewar levels and cheese is one of the foods that can help so much in underfed areas. Also, more Americans *want* cheese; our population has increased, and more of our people have not only discovered the dietary importance of cheese, but also the delicious eating it offers.

A glance at the future

But we must remember that this is a transition period. There will come a time when the golden cheddars will again be stacked high in America's curing rooms . . . and when food stores will again offer a glorious array of native varieties.

Here is one of the foods that can contribute a great deal to better meals for strength and buoyant health. All of us in the food field share the task of spreading that information. The cry for food from wartorn countries is now uppermost in the minds of all of us. But, as we give our efforts to the alleviation of that need, we must also remember our responsibility at home: to continue helping Americans to appreciate the benefits of a well-balanced diet, and to help them use the nation's food resources wisely.

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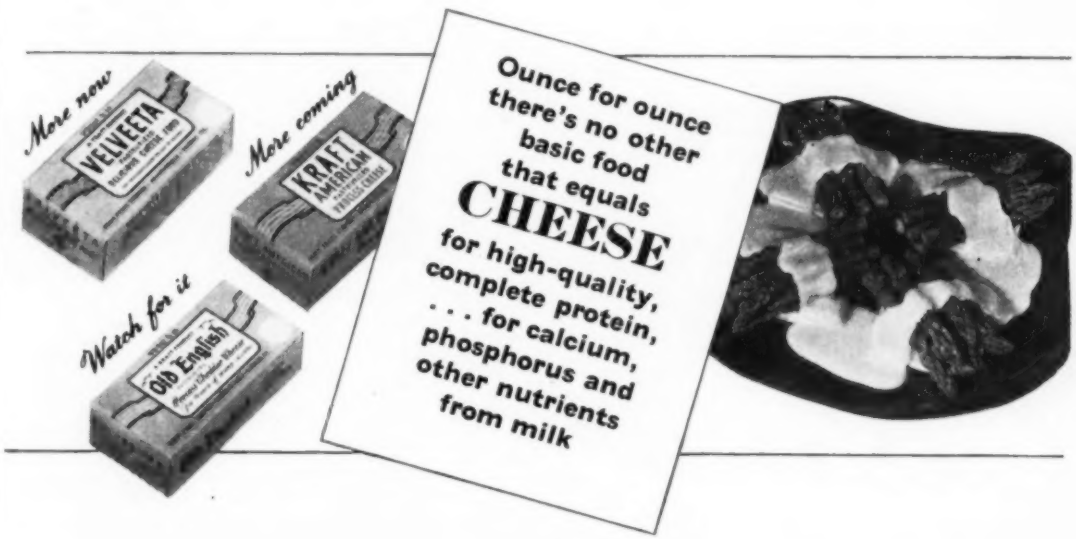
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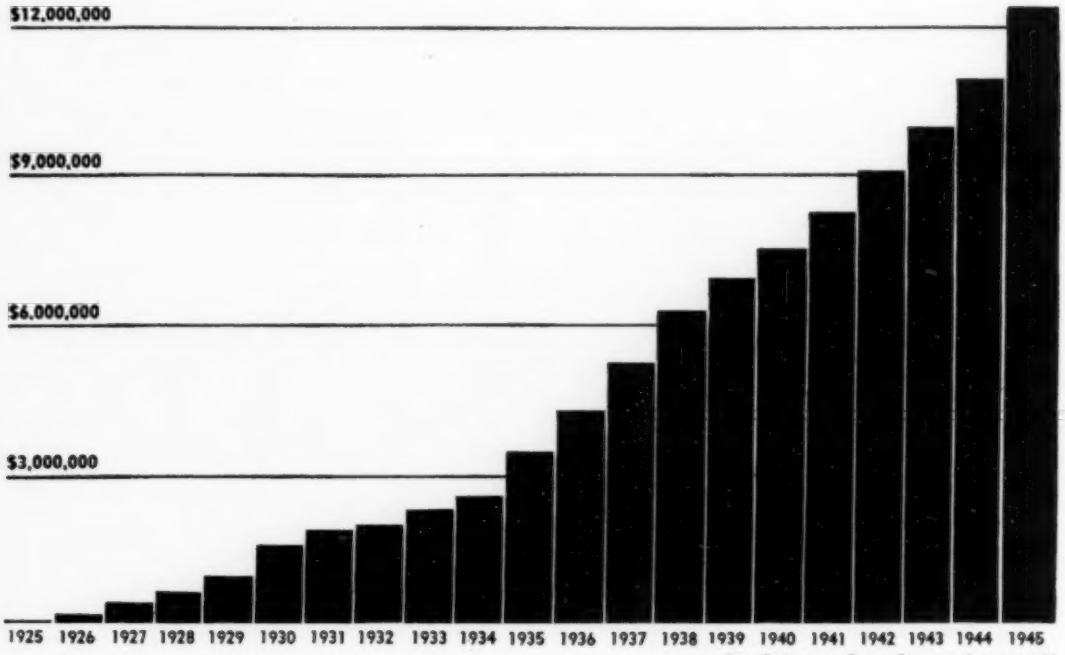

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Post Scripts ... by Bob Dall

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(FROM AN ANALYSIS OF 1009 CONSECUTIVE ACCIDENT CASES)

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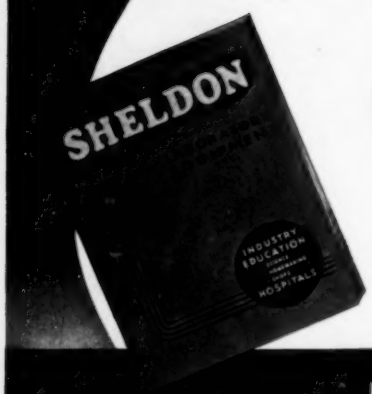

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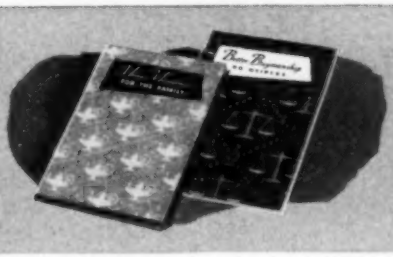

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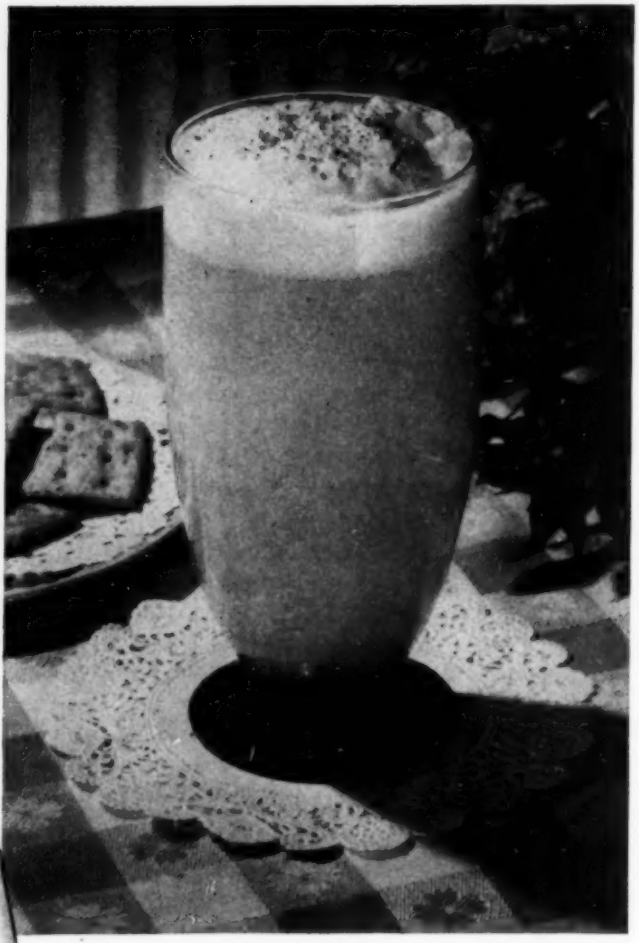

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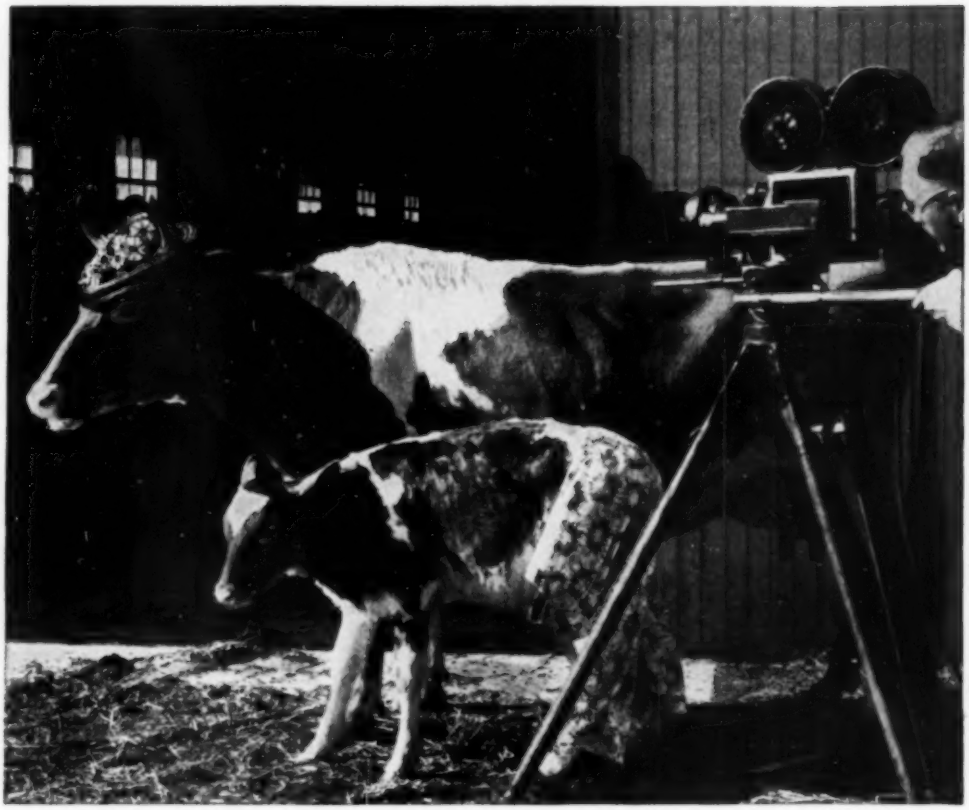

Mama's in the "moo-vies"!

Though she may never win an "Oscar," nor sign an autograph, she's the star of a picture that's drawing quite a public!

From its title, you can tell the film is something different in movie fare. It's called "Quality Milk Production"—and it deals, not with make-believe, but with scientific methods of getting *more* and *better* milk to market.

These methods cover everything from the brushing of a cow to the construction of a barn. They show how to keep equipment sterile; milk scrupulously clean. They bring progressive—and practical—guidance to the 350,000 dairy farmers who will see them on the screen.

Filmed by National Dairy, the movie is distributed to U. S. Public Health Services, Vocational Agricultural Departments, Agricultural Extension Services, and state and city Boards of Health. It is shown to farm youth groups, farm associations, grange meetings, and many other such audiences.

In a sense, this picture might be cited as *research in action.* For it's another means by which the findings of National Dairy Laboratories reach out to improve milk—nature's most nearly perfect food—right at the source, and protect its purity every step of the journey to your table.

Dedicated to the wider use and better understanding of dairy products as human food—as a base for the development of new products and materials—as a source of health and enduring progress on the farms and in the towns and cities of America.

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Washington News . . .

● **More on Cleveland convention speakers:** Frank McDougall of Australia, adviser of Sir John Boyd Orr, FAO's director general, evening of June 26. Research round-up: Thurs., June 27: Mildred Stenswick, BHNHE, on housing; Earl C McCracken, BHNHE, equipment; Cleo Fitzsimmons, Purdue U., family economics; Mary Louise Collings, U. S. Extension Service, adult education. Recruitment session, June 24; Veronica Byrne, Wisc. Extension Service.

● **Flannagan school lunch bill** (HR 3370) dormant in House-Senate committee set up to compromise differences between bills of two bodies.

● **Action to stop the march of famine** still inadequate, as exports of U. S. wheat & flour by Apr. 10 had fallen 407,000 tons below quota set for year to that date. Outlook: The world is now in only first phase of hunger; a break in our 8-year run of bountiful harvests, with poor crops abroad, would result in *worse* conditions next winter & spring.

Home economists' influence gravely needed to bring further reduction in food waste, see that food surpluses are canned.

● **By more than 8 to 1 vote,** House in mid-April passed a bill extending OPA's life only 9 months beyond June 30 & clamping on amendments of greater inflationary effect than death of OPA would be. Among them orders to (1) remove ceilings when production reaches level of July 1, '40 to June 30, '41, thus exempting from control more than half the items on cost-of-living list; (2) ensure cost plus "reasonable profit" for *all* commodities, thus putting a *floor under* prices instead of a *ceiling over* them, and achieving what never was possible in prosperous peacetime (there always have been some products sold at a loss & will be so long as people do not consider every product equally desirable); (3) drop maximum average price regulation set up to prevent clothing manufacturers' putting all materials into high priced clothing; (4) remove livestock & meat subsidies & raise prices to compensate.

Senate-House conference may bring changes, since Congressmen belatedly fear results of sharp subsequent rise in living costs. *Threat* of expiration of OPA June 30 has already caused irreparable damage to OPA program.

Five home economists among the 70 members of National Emergency Committee for Price Control: Sarah Blanding, Ardenia Chapman, Hazel Kyrk, Lelia Massey, Grace Nadig. Non-home-economists include Mrs. LaFell Dickinson, Helen Hall, Kathryn McHale, Anna Lord Strauss, George Zook.

● **Wagner - Murray - Dingell national health bill** (S 1606) hearings in Senate committee on education & labor began April 2 & are still progressing. (See April JOURNAL p. 225 for analysis of bill.) Those interested should write the committee: Senators Walsh, Ellender, Hill, Chavez, Fulbright, LaFollette Jr., Ball, H. Alexander Smith, Olin D. Johnston, *et al.*

● **Dorothy Dickins & Hazel Kyrk,** two of technical advisory committee of BLS, were here 3 days in April for third session on a minimum standard family budget. Congress had asked BLS to formulate a new budget & price it for 1946.

● **New federal aid for education bill** (S 181 *Amended*), worked out by Senators Taft & Hill, has backing of both parties, conservatives & "liberals," will likely be before House committee on education by time this page is read. Aim: to help equalize public elementary & secondary school opportunities within states through federal grants-in-aid in direct relation to number of children in state & in inverse relation to state financial resources, with no federal control over operation of schools or dictation as to use of funds. But after 4th year of program the cost of education program in state must be not less than $40 per year per child & children of minority groups must not be discriminated against. Send for bill, then write Congressmen your views.

Nursery School Lessons Learned in Wartime

MARY ELIZABETH EVANS

Miss Evans is instructor in child development and supervisor of the nursery school at the University of Kansas, from which she received her AB degree. She carried on her postgraduate work at the University of Iowa.

WARTIME experiences with nursery schools and extended day care centers undoubtedly have had a marked influence upon attitudes and techniques of nursery school workers of the nation. Certainly our nursery school work at the University of Kansas today is enriched and vitalized by our wartime activities in this field.

Working with children throughout their entire day—beginning with breakfast and ending with the bath before bedtime—has given us an insight not to be achieved from textbooks nor from the comparatively limited contacts of the traditional nursery school.

Extensive Child Care Service

Wishing to provide a nursery school as a laboratory for students and to use its specialized information to serve a community at war, the department of home economics at the University of Kansas organized and operated an extensive child care service, including two nursery schools and an extended day care center in Lawrence and a large double nursery school unit and an extended day care unit at Sunflower Village, a Federal Public Housing Authority project built to house employees at the area's large war plant. Lanham Act funds provided care for more than 550 children; those in nursery school were between eighteen months and kindergarten age; and those in extended day care were from five years on up through twelve years.

As in many other Lanham schools, all units were open for long hours daily. The nursery school on the campus and the extended day care center in Lawrence were open eleven and twelve hours daily for six days a week, while the downtown nursery school in Lawrence and the nursery school and extended day care services at Sunflower Village were all open twenty-four hours a day, seven days a week.

Twenty-four Hour Care

Although most authorities oppose twenty-four hour institutional care, we found it was necessary in our situation. An employee at the plant worked from 8 to 4 o'clock for two weeks, from 4 to 12 o'clock for the next two weeks, and from 12 to 8 o'clock for the third two-week stretch. Obviously, if we had been open only during the day, we would have been of use to the parents only two weeks out of six. Consequently, twenty-four hour operation was arranged. Parenthetically, it should be stated that seldom was a child present for an entire twenty-four hour period.

Children who were our responsibility during the day arrived between 7 and 7:30 in the morning and remained until about 4:30 in the afternoon. Children whose mothers were on either of the night shifts came in between 3 and 5:30 in the afternoon and remained until after breakfast the next morning. We never permitted children to come or to leave during the night, even though their parents changed shifts at midnight.

During this period, then, we had unusual opportunities to observe the behavior of many types of children and draw conclusions from

their behavior and also to work out the way in which the usual nursery school routine could be modified the better to meet the needs of children who had to be away from home for long hours.

Discoveries as to Sleep Habits

For example, we noticed one interesting thing with reference to the sleep habits of the children in extended day care centers. From the beginning of the program we set up definite rest periods. One of these came immediately after lunch, when we insisted that the children rest quietly on their beds for one half to three quarters of an hour. We said nothing about their going to sleep, but we found that about 80 per cent of the children did sleep each afternoon. Whether the child was low or high on our age range scale—five to twelve years—seemed to make no difference in whether he slept.

The amount of night sleep these children had at home probably was less than that advised by pediatricians; but that is certainly also true of many elementary school age children in the general population. It seems to us that the fact that these children slept under these circumstances casts a good deal of doubt upon the idea that a child "outgrows his nap" at five years.

It also leads us to question the advisability of a school routine in which no rest periods are provided for the child. From our experience we have concluded that *the child stops napping because of lack of opportunity to do so or because of unfavorable adult attitudes.*

Findings as to Diets, Vaccinations

Since the children in the program were those whose mothers were working, many of them on the assembly lines at the ordnance plant, it is reasonably safe to assume that most came from families which in normal times had been in low or marginal socioeconomic brackets.

The stereotyped diet of much of this population was indicated by the reception the children gave new foods, particularly vegetables. Asparagus, Brussels sprouts, broccoli, squash, and rutabagas were all refused many times before they were eaten. As one would expect, the most persistent food problems occurred in the elementary school age group, whose prejudices and habits had become more fixed than those of the preschool children.

Working mothers naturally find it difficult to provide adequate diets for their children because of the time and energy factors involved. As has been pointed out many times, the working mother is trying to do two jobs, and almost inevitably aspects of each will be slighted. The groceryman at the Village told us that busy mothers were much more prone to buy some meat to fry, some potatoes to boil, and a can to open than to buy fresh vegetables. Exactly how much of this shopping pattern is due to haste and how much to a lack of appreciation of the importance of diet, it is difficult to say.

In the case of a few parents we found still another factor working against the maintenance of the child's appetite. Several children had little appetite for supper but were very hungry at breakfast time. In discussing this matter with the parent, we sometimes learned that the child and parent were having ice cream or candy together at four or five in the afternoon regularly. The parent justified this on the grounds that he could spend little time with the child and that the child enjoyed sweets and would therefore like the parent for supplying them!

Surprisingly enough, too, for 1945, we ran into a considerable number of parents who were opposed to vaccinations for their children. One mother refused to have her daughter immunized to smallpox because "it would leave a scar, and there is no danger since everyone else has been vaccinated."

The Need for Show of Affection

As has been mentioned, we found it necessary to modify standard nursery school procedures occasionally in order to meet the needs of the children better in this unusual type of nursery school situation. For ex-

Nursery school children stoning apricots

ample, we found that *children who are away from home all day need affection and occasional "cuddling" from their teachers.* While we did not initiate any cuddling, we did not discourage a child when he showed a desire to be held or fondled, by suggesting that he join the group or get down from our lap.

One teacher formed the habit of sitting quietly in her group's nap room as they awakened from their afternoon naps and let them know that she would be glad to hold any of them for a few minutes. Gradually nearly everyone in the group wished to take a turn each day, sitting quietly on "teacher's" lap in the darkened room. That teacher noticed that her group seemed to be more closely united, more like a family, during the period in which she did this.

Housekeeping Activities

We found that the children fitted into the routine of long hours away from home more successfully if we duplicated as closely as possible those activities in which they would participate were they at home. One of the ways in which we worked toward this goal was by teaching the children something of the way in which housekeeping activities are carried on and by giving each child some responsibility in these activities.

The children folded their bibs, put them on the backs of the chairs, and pushed the chairs under the table after meals. They took turns gathering up the bibs and putting them in the laundry hamper daily. They learned how to launder their doll clothes and "dress up" clothes themselves. There was often argument as to just how many times an article had to be rinsed before the soap was out of it!

The children were responsible for putting their dishes and forks and spoons on the proper trays; they folded and stacked their own blankets after the morning story period; they straightened their own cot covers after their naps; and they were, of course, responsible for putting toys away after playing with them.

We tried to give the children an opportunity to observe and help with food preparation.

In one of the nursery schools during the summer, the children planted and picked beans, shelled peas, and washed and stoned apricots. When the apples on several trees near the school ripened, they climbed the trees and helped pick the fruit. Later they helped wash the apples and watched while they were cut up for applesauce. Needless to say, the applesauce they had for lunch the next day was more interesting and meaningful as a result of this experience.

Experiment in Group Living

All of these experiences and observations constituted a fascinating experiment in group living. We had an opportunity to observe children closely in their reactions to each other and to us, in situations varying from getting up in the morning to taking baths before bedtime. We saw them playing, sleeping, and making all of the adjustments which are demanded of the young child.

The conclusions we arrived at then are of value to us now in our laboratory nursery school, in college teaching—in all of our thinking relative to young children. Our concept of the child more nearly approaches that of the mother than it did formerly—a fact that is especially advantageous in teaching prospective homemakers.

The Butter-Margarine Controversy

Several years ago reports were published in the *Journal of Dairy Science* of work carried on in the University of Wisconsin indicating that butter *per se* posseses a certain growth-promoting influence (independent of the vitamin A effect) which could not be demonstrated in various vegetable oils . . . . Although these preliminary experiments were not convincing from the scientific standpoint, the results were heralded far and wide. . . .

Extensive experiments were undertaken several years ago . . . at the University of Southern California . . . planned to avoid several criticisms of the earlier work which obviously would favor the butter animals. . . . The weanling rats were so distributed into the groups receiving the various diets that the average weights were identical in the various groups at the start. In the Wisconsin tests, the rats which were given the butter diet weighed 31% more at the start of the experiment than those which were fed the cottonseed and soybean diets. Since the weight at weaning is a good index of the subsequent rate of growth, such low weight groups could hardly have been expected to have grown as well even if afforded a superior diet to the butter rats.

A second difference of the Wisconsin groups was avoided by using dried skimmed milk powder mixed with the various fats instead of the liquid skimmed milk. In this way the diet remained homogeneous. . . . Our tests showed that corn, cottonseed, olive, peanut, and soybean oils as well as a commercial margarine were all equally efficacious in promoting growth as was butterfat on diets of mineralized skimmed milk powder which were fortified with the fat-soluble vitamins. . . . The diets were all shown to be equally well utilized. . . .

Milk . . . possesses proteins of excellent quality and it is an excellent source of certain inorganic salts needed in the diet such as calcium and phosphorous. Milk is an especially adequate source of riboflavin. We can scarcely view with concern the increasing use of margarine in the diet if that means that larger amounts of whole milk become available at a reasonable cost.—HARRY J. DEUEL, JR., *Science*, February 15, 1946.

Design for Better Living

MAURICE F. SEAY and LEONARD E. MEECE

Dr. Seay is director and Dr. Meece assistant director of the Bureau of School Service, University of Kentucky. They have worked together both on the Sloan Experiment in Kentucky and on various educational publications. Both have served on state and national educational bodies. Dr. Seay served as director of the educational program of the TVA.

"I WILL work in the garden," says Mary. "I like to work in the garden."

Six-year old Winona Richardson is reading to her mother from a new first grade reader.

> I like to play on the farm.
> I like to work and play.

Winona understands what she reads, because *work*, *farm*, *garden*, and *play* are words she has heard all of her life. They have meaning for her. But Winona is learning more than words. She is learning to read, to interpret the thoughts expressed in groups of words. This is not too difficult because the words and the thoughts are within her realm of experiences. Winona is learning attitudes, too. She is learning that the farm is a good place to live and work and play, that work can be a happy experience.

In the second book of this series of readers, Winona will learn more new words and will gain other appreciations of farm living. She will learn such words as *plan*, *sow*, *help*, *hotbed*, *grow*, *eat*, *plant*, *and vegetables*. She will learn the printed words for *sweet potatoes*, *rhubarb*, *soybeans*, *beets*, *squash*, *turnips*, *greens*, and *berries*. Most of these words have more than three letters, but Winona is familiar with the objects they represent. She has only to learn to associate a printed word with something she already knows by its spoken name.

Objective: Improved Diets

The book from which Winona is reading is one of a series prepared by the Bureau of School Service, College of Education, University of Kentucky. The preparation of new books is part of an experiment in applied economics made possible by a grant from the Alfred P. Sloan Foundation.

The Sloan Experiment in Kentucky is an attempt to determine to what extent the diet practices of communities can be improved through introducing instructional materials about diet and related topics into the school curriculums. The Foundation is financing two other experiments in applied economics, one at the University of Florida, which deals with problems of housing, and the other at the University of Vermont, which deals with problems of clothing.

The experiment at the University of Kentucky has resulted in the publication of 39 books, which range in difficulty from the primer through those for the high school level. The basic purpose of all the books written for the experiment is to focus attention upon the economic and social factors associated with good food practices.

Each book is graded according to vocabulary and interest level and is written to meet accepted standards for children's textbooks. Unlike the usual commercial publications, however, *the Sloan books are designed for use in a specific geographical area, and the content is based upon a specific economic problem.* They are intended to be used in addition to, rather than to replace, commercial publications.

Dual Purpose for Materials

In preparing these materials two purposes have been kept in mind: (1) to provide the information necessary for the development of

good practices in the production, preservation, storage, and consumption of food; and (2) to provide the information and develop the attitudes necessary for pleasant, wholesome living on the farm. For example, in the second book of the "Food from Our Land" series, Winona reads:

> "I will plan a garden," says Father.
> "Everybody will help plan the garden."

In addition to improving her reading skill, Winona is learning that gardens should be planned; that raising a garden is a co-operative enterprise in which the whole family should participate; that planning a garden and working in it can be fun.

As the family in the reader plans its garden, Winona learns what vegetables and fruits should be grown in a home garden and when and how they should be planted. Winona enjoys reading about experiences so closely related to her own family living.

In other books of this series she will find out how to prepare the soil for planting and how to fight garden enemies such as beetles, cutworms, and weeds. She will learn that she can call upon the county agent and the home demonstration agent for help with her problems. She will learn some of the processes and the values of preserving and storing food for winter use and how to plan a good breakfast and other meals from the products of the farm.

The "Food from Our Land" series has eight readers all written at the first grade level or below. The titles of these books are: *On the Farm, We Plan a Garden, Turning the Soil, Sowing in the Sunshine, The Garden Grows, Garden Enemies, Vegetables on Parade,* and *When Winter Comes.* The last two books deal with harvesting and processing the garden foods and storing them for winter use.

After the Sawmill Closed

In a one-room mountain school some second grade children are reading from the first book of the "Smith Family" series. This series describes experiences of a family that has had to give up sawmill work and take up farming. At first the members of the family are reluctant, but they have little choice, for

> The trees are all gone.
> The sawmill has no work to do.

The first book relates the story of how the farm is planned. The plans include making a good garden; planting an orchard; building a fishpond; improving the soil; raising vegetables, nuts, and berries to eat and to sell; and storing many good things to eat. Work and play experiences are woven into the story in such a way as to portray farm living as a happy and profitable experience.

There are ten books of the "Smith Family" series. Their titles are as follows: *Planning the Farm; The Smiths' New Garden; Improving the Garden; A Fish Pond on the Farm; Fishing in Our Pond; Sorghum Time; Buzz Buzz; Glen Can Walk; Fruits, Nuts, and Berries;* and *Fun at the Fair.* Throughout the series emphasis is placed on growing plenty of good, wholesome food and on using local resources for the solution of farm and home problems. The site selected for the garden, for example, "is the best place we have. It is the best soil we have."

The importance of a good garden in improving the diet of people cannot be overemphasized. Attitudes as well as information are important. These attitudes and the basic information for good farm and garden practices should be developed early in life. The work of vocational education teachers as well as that of agricultural agents, home demonstration agents, and similar adult educational leaders would be much more productive if the proper foundation were laid in the elementary grades.

The stories are built around work and play experiences of children and their parents in everyday living. Finding a bee tree and securing the bees, making sorghum, planning and setting out an orchard, building a fish pond, and catching fish from the pond are adventures that appeal to children. What schoolboy can fail to appreciate the following sentiment:

Margaret Pickett and some of her second grade pupils in the Greensburg (Kentucky) school studying vegetables.

It is spring.
"I want to go fishing," said Glen.
"I want to catch fish from our fish pond."

And what boy can fail to appreciate Glen's anticipations as he digs the worms?

"Little worm, help me catch a fish.
I want to catch a nice big fish."

Or his letdown when he calls to his sister, "Look, see what I have caught!" and pulls out a fish about two inches long, only to hear his sister say, "What a little fish!" and then a few moments later to hear her exclaim, "Look at what I have caught!" as she pulls out a big fish. This adventure closes at the supper table, where Mother, Father, Roger, Elizabeth, Glen, and Baby Sue are enjoying an appetizing, wholesome meal of baked fish, baked potatoes, green beans, tomatoes, yellow cornbread, applesauce, butter, and milk, all from their own farm.

The Chicken Series

"This is a good idea!" exclaims Bill, breaking the silence of the family reading hour just before bedtime.

"What is a good idea?" asks Bill's father, as the other members of the family wait for an explanation.

"This book tells how a boy about my age made some money raising chickens. It is one of the new books we have in our school. I asked the teacher to let me bring it home with me."

"Huh!" says Bill's father, "our hens haven't laid a dozen eggs this winter. And I feed them plenty of corn, too."

"That is just it," says Bill. "Chickens need more than just corn to make them lay in winter. This book says they need skim milk and ground limestone too. And they need good warm clean houses to live in. Besides, maybe our chickens just are not layers."

"That question is not debatable," Bill's father laughs.

"What I mean is that chickens should be culled. The layers should be kept, and the loafers should be sold or eaten," Bill then explains.

"But how can you tell the layers from the loafers?" asks Bill's father.

Bill reads:

... Mr. Jones picked up a hen. He showed John how to know a good laying hen. She had a large smooth comb. It was bright red. Her beak and legs were pale yellow. She had big bright eyes. She had round worn feathers.

"Well! Well!" says Bill's father. "A little more attention to our chickens might pay us good dividends."

As Bill continues with the "Chicken Series" he will learn how to house, feed, and care for chickens, how to detect and prevent chicken diseases, and how to feed and care for young chickens. He will learn how to select eggs for setting and how to make a brooder. The books also describe how to preserve eggs and can chicken for winter use, and they give many recipes for eggs and for chicken. There are nine books in the series, five for the intermediate grades, with a teachers' guide, and three for the upper elementary grades and junior high school.

Other Sloan Materials

Other Sloan materials include a language workbook which uses the content of the readers as a basis for exercises in speaking and writing good English; a songbook of familiar tunes with new verses containing information and sentiments about desirable food practices; and a book in which some of the famous Mother Goose rhymes have been reworded to emphasize proper diet. Old Mother Hubbard is no longer a shiftless old soul with an empty cupboard and a starving dog. The new version reads as follows:

> Old Mother Hubbard filled up her cupboard
> With food which she had canned.
> There's plenty to last when summer is past
> And snow sweeps over the land.

Each Sloan book is the result of a co-operative procedure in which all of the staff members of the Bureau of School Service participate. Assistance also comes from outside sources—from specialists in the College of Agriculture and Home Economics, from teachers, pupils, and patrons of schools using the materials, and from representatives of state and community organizations. The information in the books is taken from college textbooks, from publications by the College of Agriculture of the University and by the federal government, and from many other sources. All information is checked by experts before the books are published.

Observation of the use of the Sloan instructional materials gives encouragement to those who believe that the schools can aid people in the solution of their economic problems. It is encouraging also to those who are seeking a more effective method of achieving the traditional aims of education.

EDITOR'S NOTE: Anyone wishing to order the readers described in this article can order them from the Bureau of School Service, University of Kentucky. Each of the primary and the intermediate grade readers is 25 cents. The science reader for upper grades, "Sweeter than Sugar," is 35 cents. The home demonstration agent figures in a junior high reader not yet christened but scheduled for publication soon.

Our Scholarships for Foreign Students

Four young women from other lands are now studying home economics in the USA through scholarship awards administered by the AHEA: Margarida Lee Davis of Brazil at the University of Nebraska, Ho-I Pai of China at Kansas State College, Bluebell Reade of India at the University of California, and Pramila Pandit of India at Oregon State College.

They bring to 34 the number of students whose home economics education has been made possible by these awards since 1930. Two more were granted scholarships for this school year but so far have been unable to secure transportation. The 34 have come from 19 different countries.

Funds for the scholarships have been raised chiefly by our home economics clubs and by Omicron Nu. Each student is given $300 by the AHEA and another $300 by the college or university selected for her training.

Students thus educated have returned to their homelands to carry on notable service. Contacts with these young women have been so stimulating and enriching for our own students that some of our 16 college club provinces are now studying ways of financing each year one fellow for *each* of the provinces. Funds at headquarters are at a low ebb, however—though the need for home economics abroad is intensified. Contributions will be gratefully received! The inside of the back cover of this issue of the JOURNAL lists the fellows and tells where they were from, where they studied and where they now are.

Nutrition Education for the Very Young

RUTH S. NEEL

After graduating from Stephens College, Mrs. Neel studied for a BS in home economics at Iowa State College. She taught English and Latin in Iowa and home economics in Philadelphia and in 1945 received her MS in home economics at Drexel Institute of Technology. Since her husband's return from overseas, she has been devoting her full time to homemaking.

"I'M not going to take home economics. Mother says that I should go to school to learn something I can't learn at home."

I had heard remarks similar to this so often that they began to "get under my skin." So I set about to discover whether or not elementary school children could be introduced to nutrition. If they could, more technical subject matter might be included in home economics for high school pupils of both sexes, and both parents and students might have increased interest in the subject.

The study reported here was conducted at the Oak Lane Country Day School, a private laboratory school in suburban Philadelphia. The children came from upper middle class homes where the parents had little or no interest in nutrition. The mean IQ of the children ranged from 95 to 107. For the experiment, 24 children were divided into two groups of 12 persons each. They were paired as equally as possible on the basis of IQ, sex, and age.

The 7- to 9-Year-Old Groups

Six children, 7 to 9 years old, in the experimental group were taught 12 nutrition lessons of one hour each for a period of 12 weeks. The titles of these lessons were: (1) "What Is a Fruit? What Is a Vegetable?" (2) "Cooking Fruits and Vegetables," (3) "Why Do People Eat Fruits and Vegetables?" (4) "How Can We Know What Foods Are Best for Our Bodies?" (5) "The White Rat," (6) "How Can We Eat Milk?" (7) "What Are Whole-Grain Cereals?" (8) "What Can We Learn from the White Rat?" (9) "What Foods Contain Sugar? What Is a Calorie?" (10) "What Are Some Foods Which Contain Starch? Fat?" (11) "What Is Protein?" (12) "Can We Prepare a Nutritious Picnic Lunch for Our Parents?"

The children found pictures of fruits and vegetables in magazines and classified the latter according to stem, pod, seed, etc. They cooked one of these fruits or vegetables and also cooked foods with many and with few calories and vitamins. During the rat experiments, they also cleaned the rat cages, fed the rats, and weighed them.

Six children 7 to 9 years old, in the control group, were given 12 one-hour cooking lessons on cookies. No information on nutrition of any sort was given in their work. They learned to prepare white cookies, honey cookies, maple cookies, spice cookies, and gingerbread men. At the end of the term they gave a party for their classmates and served samples of their cooking.

The 10- to 11-Year-Old Groups

Six children 10 to 11 years old in the experimental group were taught what might be called "nutritional chemistry" for 12 weeks. The titles of their lessons were: (1) "The Story of Digestion," (2) "How Do We Know Foods Contain Protein, Carbohydrates, and Fats?" (3) "The Big Seven in Foods," (4) "White Rats and Their Importance to Us," (5) "How Much Food Should We Send to Our Digestive System?" (6) "What Foods Should We Eat Each Day?" (7) and (8) "Planning, Preparing, and Serving a Well-Balanced Meal," (9) "Food and Growth," (10) and (11)

"Does the Dissection of a White Rat Teach Us Anything about Our Bodies?" (12) "White Rats, Our Food, and Us."

This group composed "stories" about the rats whose personalities were described by such names as "Tarzan," "Sleepy," and "Archie." These children also compiled rat weight charts and studied food composition charts to determine how vitamins, minerals, carbohydrates, fats, and protein are distributed in foods.

These charts had been prepared by the 12- to 14-year-old girls of the school and had served as ideal motivation for the older girls who saw their work actually being used by

TABLE 1

Diet problems and demonstration rat feeding experiments as presented to young children

PROBLEM	RAT DIET*	RAT WEIGHTS† (IN GRAMS)		
		Initial	Final	Gain
1. What does white bread and water do for us?	White flour and water	32.8	39.4	6.6
2. What does whole wheat bread and water do for us?	Whole wheat flour and water	38.4	76.5	38.1
3. What does whole wheat bread and milk do for us?	Dried milk, 1 lb, ground whole wheat, 2 lb, salt, ¾ oz	48.3	95.0	46.7
4. What does plant protein do for us?	Cornstarch, 155 g Peameal, 274 g Dried yeast, 40 g Cod liver oil, 10 g Salt mixture, 20 g	48.9	76.6	27.7
5. What does animal protein do for us?	Peameal, 138 g Egg, hard cooked, 140 g Cornstarch, 152 g Yeast, dried, 40 g Cod liver oil, 10 g Salt mixture, 20 g	47.0	79.2	32.2
6. What does an unbalanced diet do for us?	White flour, 190 g Beef, dried, 28 g Fat, 13 g Butter, 14 g Potato, diced, 23 g Carrots, dried, 6 g Apple, dried, 6 g Sugar, gran., 51 g	54.0	64.2	10.2
7. What does a balanced diet do for us?	Whole wheat flour, 174 g Beef, dried, 28 g Fat, 16 g Butter, 17 g Potato, dried, 23 g Carrot, dried, 6 g Apple, dried, 6 g Sugar, gran., 28 g Milk, dried, 88 g Lettuce, small piece, green	47.9	99.5	51.6
8. Could we exist on just three foods?	Whole wheat flour, ¾ lb Milk, whole, dried, ½ lb Cod liver oil, few drops daily	36.3	85.2	48.9

* 10 g food fed each rat daily

† Averages for the 2 male rats in each group for a 6-week experimental period

younger children. They also performed laboratory experiments using Benedict's solution to determine the presence of sugar, iodine to determine the presence of starch, and a suitable chemical to determine the presence of protein, together with the dry heat test to determine the presence of fat in food. Then they chose some food nutrient such as protein and found a recipe in a cookbook for a protein-rich food.

The control group of six children aged 10 to 11 had neither cooking nor nutrition classes.

The Rat Feeding Experiments

The rat feeding experiments referred to above were conducted as demonstration experiments over a six-week period at the peak of the study. These experiments, summarized in table 1, used 16 male white rats separated into 8 groups and housed in rat cages made from readily available materials by three high school boys. Since the rats could not be isolated, the entire school saw them, and pupil-to-pupil learning did take place between control and experimental groups outside of the classroom. However, none of the children in the control groups saw the weighing or feeding processes.

The dry food for the rats was prepared in large amounts ahead of time and placed in quart jars and stored in a cool place. The actual feeding process took 15 minutes and consisted of measuring and weighing 10g of food for each rat and placing it in the appropriate cage. The rat-weighing took place each Friday, and the entire process took no more than 20 minutes—except for a few times when Tarzan escaped and ran about the room before he was caught with a kitchen sieve which one of the children had ready for just that emergency.

For the weighing we used platform balances which the children operated with ease. The daily cleaning of the cages took 15 minutes once the process was systematized.

At the end of the rat experiment, an 11-year-old boy in the experimental group took pictures of the rats. For background we used ordinary black construction paper on which the cage numbers were printed with white crayon. The rats were held by the tip of the tail in front of this paper. Our photographer also took a picture of the skeleton of a rat from Cage 1, which had been prepared by the older experimental group. The dissection of the rat, together with the photography, had intense interest-value for the children.

Information Tests

No child in this study had had any previous classroom instruction in nutrition. All classes were taught in the same classroom, and the teacher who taught the one control group also taught the experimental groups.

TABLE 2

Examination scores before and after instruction period

CASE NUMBER	AGE GROUP	CONTROL GROUP		EXPERIMENTAL GROUP	
		Before	After	Before	After
		per cent	*per cent*	*per cent*	*per cent*
1	7 to 9	60	60	60	90
2	"	60	75	83	93
3	"	60	60	60	90
4	"	60	60	60	90
5	"	76	83	60	60
6	"	60	60	76	93
7	10 to 11	75	93	78	100
8	"	60	60	95	100
9	"	83	90	78	93
10	"	78	90	83	93
11	"	60	60	93	100
12	"	75	75	75	93
	Mean:	67	72	75	83

An information test—the same for both control and experimental groups—was given before and after the instruction period in order to determine what nutrition emphasis was needed and to measure the achievement which resulted.

As indicated in table 2, the control group as well as the experimental group showed a score increase following the 12-week instruction period. Pupil-to-pupil learning, which took place outside of the classroom, probably

accounts for this. The experimental group simply could not keep such dramatic experiences as the rat dissection, the rat photography, or the compilation of weight differences on the rat charts to themselves.

It will be noted that child number 5 in the experimental group showed no score increase. She was under medical treatment for the effects of sleeping sickness, but at no time throughout the experiment did she show any increase in memory span.

A third test was given in the middle of the experimental period to determine what learning was taking place in both groups as the study progressed. The mean score on this test for the entire control group was 72 per cent and that of the experimental group was 83 per cent.

Records of Food Eaten

In order to obtain a picture of the dietary habits of the families of these children, the parents of each child had been requested, before instruction began, to keep a record of all food eaten for one week. An analysis of the weekly dietary record kept by the parents revealed a calorie mean of 1,243 for the control group and a mean of 1,730 for the experimental group. Protein, calcium, phosphorus, iron, vitamins A and D, ascorbic acid, thiamine, and riboflavin means of the control group were lower throughout than that of the experimental group.

The reason for this is not known. Attention was focused in nutrition classes on the remedy of deficiencies.

To measure changes in dietary practices, a record was kept of the luncheons selected by the children in the cafeteria one week before the study began, one week in the middle of the period, and one week after all instruction had been completed. The experimental group showed an increase in the consumption of whole wheat bread, mashed potatoes, fresh spinach, asparagus, peas, egg salad, and fruit juices. The control group showed an increase in whole wheat bread, baked beans, peas and carrots, and egg salad—further evidence of pupil-to-pupil learning.

Background of Educational Psychology

The work of the 7- to 9-year-olds was planned in relation to the physical and mental characteristics of this age group. They liked to cut out the pictures of fruits and vegetables and paste them on paper, for example, because they had developed better muscular co-ordination than they had had as 5- to 6-year-olds and because they were keenly interested in detail and in facts. Before the study began we discovered that children of this age had no concept whatever of the difference between a fruit and a vegetable. The picture work did create interest in those facts. The attention span of this age child is short, and he has great need for and interest in physical activity. The group found the cleaning of the rat cages an adventure instead of a chore, much to the relief of the 10- to 11-year-olds.

The results of the study indicate that children of 10 to 11 years old have a definite interest in scientific and remote experience, as well as in facts, and an admirable amount of team spirit. They also enjoy reading to secure information, and their memory is excellent.

The study also demonstrates that 7- to 11-year-old children can assimilate fairly advanced nutrition information if it is presented in accordance with the learning characteristics of this age level. They are willing and able to use technical terms—carbohydrate, protein, iodine, esophagus, carbon, hydrogen, oxygen, pancreas, calorie, tissue, filtration, diffusion, vitamin, and mineral—if they are adequately illustrated. Teachers who are interested in the nutritional welfare of this age group must be on the alert for activities that have dynamic appeal.

Special Rate Active Memberships for Graduates

Seniors joining AHEA before leaving the campus this year, 2,176; last year, 1,443.

"Not What They Hear, but What They See"

MARION BOCK

Mrs. Bock taught home economics for two years after she was graduated from Iowa State College, then served as dietitian in a hospital. She has been a Farm Security supervisor since 1939. She has two sons, one a chemist, the other a medical student. "I have often thanked my lucky stars that I majored in home economics," she says. "No other field has so wide a variety of interesting and profitable vocational opportunities."

HOW to increase the quantity and quality of stored fresh foods for home use was a problem in our area. For several years the amount of foods canned had been increasing; yet, despite all our efforts, few fresh vegetables other than potatoes, carrots, and squash were being tucked away for winter use. Too few kinds and too little in amount!

We had used various methods to create interest and stimulate action: (1) planning with each family at the time they obtained their loan as to the amount of canned and stored vegetables and fruits each member of the family should have for good health, (2) providing them with instructive reading material, (3) giving radio talks and demonstrations, (4) setting up displays and exhibits, and (5) discussing the matter while on home visits.

Why then were we not more successful in getting families to store a wide variety of food? It certainly took more time to *can* than it did to *store* foods.

Perhaps the canning demonstration had something to do with it. The women and the men, too, had seen the food put into the jars and processed. And they had frequently tasted it. Yet they had also seen a model root cellar, had looked at telling charts and posters, and had heard persuasive talks on storing vegetables. Still these devices had not been enough.

Searching for a new idea, a new method, or a new approach, I recalled this jingle:

Teacher, if you would succeed,
Ferret out the pupil's need.
Plan a simple course with zeal,
Dress it up with eye appeal.
Not what we hear, but what we see
Makes thee and me change rapidly.

A new idea for a presentation gradually took form in my mind. Into a large shopping bag I placed one good-looking sample of every kind of vegetable that could be grown locally and stored successfully. At the beginning of the presentation at my next meeting I placed it on a table covered with white paper.

First, I removed a potato from the bag. While everyone wondered what else was in that bag, I held the potato up for all to see and launched into a discussion:

"Here's a potato—just a common, ordinary potato. But how many of you have enough of these potatoes in your basement right now to last until your next crop comes in?"

Generally two or three of the group indicated that they had enough. The rest smiled sheepishly and started to explain that they had planted enough seed but that the blight had ruined them, my cue for the next step.

"Blight? Do you know about the new blight-resistant varieties, the Sebago and Sequoia? They are new varieties that have been developed at the University Experiment Station. The Sebago is a cross between the Chippewa and Katahdin, and the Sequoia—which, by the way, is also bug resistant—is a cross between the Green Mountain and the Katahdin.

"It would pay you to get a start in one of these blight-resistant strains; but if you do, you will need to order early because last spring

the supply of seed was exhausted early. So jot that down as something to do. Get at least 100 pounds, and then save the crop next year for seed the following year.

"Of course, you will also need to order some early potatoes. Warba is one of the good early varieties. For best storage, use slatted bins and don't pile potatoes deeper than three feet. Store at the temperature shown on this chart."

A large temperature storage chart was on the wall behind the table. Then I put the potato at one end of the table and drew a tomato from the bag.

"What do we have here? Who would expect to find a tomato included in a storage display! Of course you can store tomatoes! They won't keep until spring, but you can have a nice supply ripening in your basement until about Christmas time. Out of a small garden last summer, one homemaker stored enough fresh tomatoes before frost so that the last one was eaten on the sixth of December!

"You can do much better than that because you can have unlimited garden space. How? Well, the night before you expect a frost, pull up the vines and hang the plants by the roots from the rafters in the basement, or in some other place where it is warm and convenient. The fruit will ripen gradually.

If space is limited you can pick the largest green ones, wrap them individually in paper, and store them in a bushel basket or a box. Wrapping cuts down spoilage.

"Now in your home plan, you remember, you set a canning goal of 20 to 30 quarts of tomatoes per person in your family. We suggested that the larger amount be canned since tomatoes make such a good home-grown source of vitamin C. If you have plenty of tomatoes, you won't need to buy a lot of citrus fruit. This amount of canning will provide enough to last from frost until sometime in July. For each bushel of green tomatoes picked and stored, you might reduce the number of quarts canned by 15 quarts. Wouldn't your family like to eat fresh tomatoes longer?"

Then the tomato took its place beside the potato. Two out of the bag . . . what was still in it . . . and how many? The interest increased with each new item pulled out one by one, and with the talk given to high light the merits and demerits of varieties, the culture methods, storage methods, and other interesting and practical suggestions.

By the end of the demonstration 25 different fruits and vegetables were lined up:

White potato
Sweet potato
Tomato
Cabbage
Celery cabbage
Celery
Parsley (potted)
Chives (potted)
Garlic
Onion
Carrot
Beet
Winter radish
Parsnips
Salsify
White turnips
Rutabaga
Pumpkin
Squash
Apples
Rhubard (for cellar forcing)
Nuts
Popcorn
Vine-dried beans (five kinds)
Vine-dried peas

When all the vegetables were out of the bag, we grouped them according to the special food values that they would provide in the diet: for instance, the tomato, cabbage, white potato, and turnip, for vitamin C; the yellow vegetables such as carrot, sweet potato, rutabaga, and squash, for vitamin A.

We then called the attention of the group to a chart showing the annual production goal of three to five bushels of stored vegetables (other than potatoes) per person and pointed out that any family would quickly tire of carrots if that were the only vegetable stored, so that a storage goal of at least six different kinds of vegetables for each family might be advisable.

Results

Our results? Not perfect, of course, but far, far better than those achieved before! The men at the meeting were interested enough to improve the basements in line with suggestions made, and more of the women than one would have expected tried out the suggestions. Yes—

> Not what they hear, but what they see
> Makes folks change practice rapidly.

Considering Food

DAWN H. TUTTLE

Mrs. Tuttle had five years of professional work after her graduation from the Pennsylvania State College: first as a home demonstration agent in Pennsylvania, then as a food reseach worker in the Bureau of Human Nutrition and Home Economics. Now she is a homemaker only and a member of the homemakers' section of the D. C. Home Economics Association.

WHETHER we live to eat or eat to live we're all interested in food. When rationing was affecting buying habits and menus everyone talked about it. Now 80 per cent extraction flour and appeals to conserve on wheat products, fats, and oils make food again rank high as a conversation piece.

Experience as well as training determines the kind of interest in the subject: with food economists food costs are of primary interest; with nutritionists, the nutritive value of the diet; with most homemakers, eye appeal, variety, and the reactions of various members of the family. Everyone of us, of course, considers personal likes and dislikes.

Forty-Four Month Record

Since July 1, 1942, my husband and I have kept a record of the food we have purchased to determine how much we spend for food and reasons for changes in expenses. We have been careful to have meals that are nourishing as well as tasty and interesting.

To simplify the recording of food costs, we classified our food purchases into the following groups: (1) protein foods—meat, sea food, poultry, eggs, cheese; (2) milk, cream; (3) fruits and vegetables; (4) concentrated energy foods—cereals and cereal products, fats (butter, margarine, lard, vegetable shortening, bacon, salt pork, mayonnaise), sweets (sugar, sirups, jelly and preserves, candy, commercially prepared cakes, cookies); (5) accessories —spices, pickles, mushrooms, coffee, tea, popcorn, soft drinks, vitamin concentrates; (6) meals or snacks purchased away from home.

At the end of each month we add the amount of money spent for each of these groups and make a graph to show cost of each group and total food cost for the month.

Factors Affecting Food Cost

Various factors affect the cost of food, among them income, price levels, season, number of meals eaten away from home, guest meals, time needed for shopping and for preparing food, the availability of foods, and special diets.

Income. We calculated the percentage of our income which we spent for food and found it to vary from 19 to 9 per cent, depending on our income, for, as Engle's law of consumption states, the per cent spent for food decreases as income increases. According to Farmer's Bulletin #1757, 17 per cent of an income of $2500 or 14 per cent or more of an income of $3000 would purchase a liberal diet at 1935 city retail prices.

Price levels. By plotting money spent for food against figures taken from the U. S. Department of Labor, Bureau of Labor Statistics, tables, "Indexes of the Cost of Goods," we could see that cost of foods for a given month in a given area influenced the amount of money we spend for food. The influence of price levels has not been so great as one might expect, but rise in the cost of food has been small but steady.

During 1942–43 food served at home cost an average of $1.13 per day for the two of us; during 1943–44, $1.41 per day; during 1944–45, $1.47 per day; and in the eight months from July '45 through February '46 the cost has been $1.71 per day.

TABLE 1

*Average monthly food expenditures tabulated by seasons**

SEASON	FOOD SERVED AT HOME	MEALS PURCHASED	FOOD SERVED AT HOME PLUS MEALS PURCHASED	MEAT	MILK AND CREAM	FRUITS AND VEGETABLES	CEREALS, FATS, SWEETS	ACCESSORIES
Winter†	$35.23	$4.75	$39.98	$8.63	$6.20	$8.51	$5.53	$6.36
Spring‡	45.72	2.69	48.42	9.80	7.46	12.24	8.52	7.70
Summer§	50.54	3.96	54.50	10.60	10.26	14.23	7.44	8.01
Autumn‖	36.64	7.26	43.90	8.43	8.38	8.52	5.42	5.89

* Average per month for a 3-year period.
† December, January, February, 1942–45.
‡ March, April, May, 1943–45.
§ June, July, August, 1943–45.
‖ September, October, November, 1942–44.

Season of year. More money was spent for meat, fruits and vegetables, and cereals, fats, and sweets during the spring and summer months than in the fall and winter. (Table 1). The cost of milk and cream was highest in summer and autumn, while the cost of miscellaneous items rose during the winter and spring months. We "ate out" most during the fall and winter. In general, food costs were highest during the spring and summer. Although fresh fruits and vegetables are less expensive during these months we bought them in larger amounts and in fancier quality then. We also bought fruits and vegetables then for canning to lower costs in the autumn and winter.

Meals purchased. Meals prepared and served at home naturally cost less than the same meals eaten at restaurants. The pleasure received from the latter usually compensates for the added expense, however, especially when the meals purchased are a form of entertainment and not a necessity. Meals bought on a limited budget can then become quite an "eat-to-live" experience, as those who eat most institutional cooking regularly will agree.

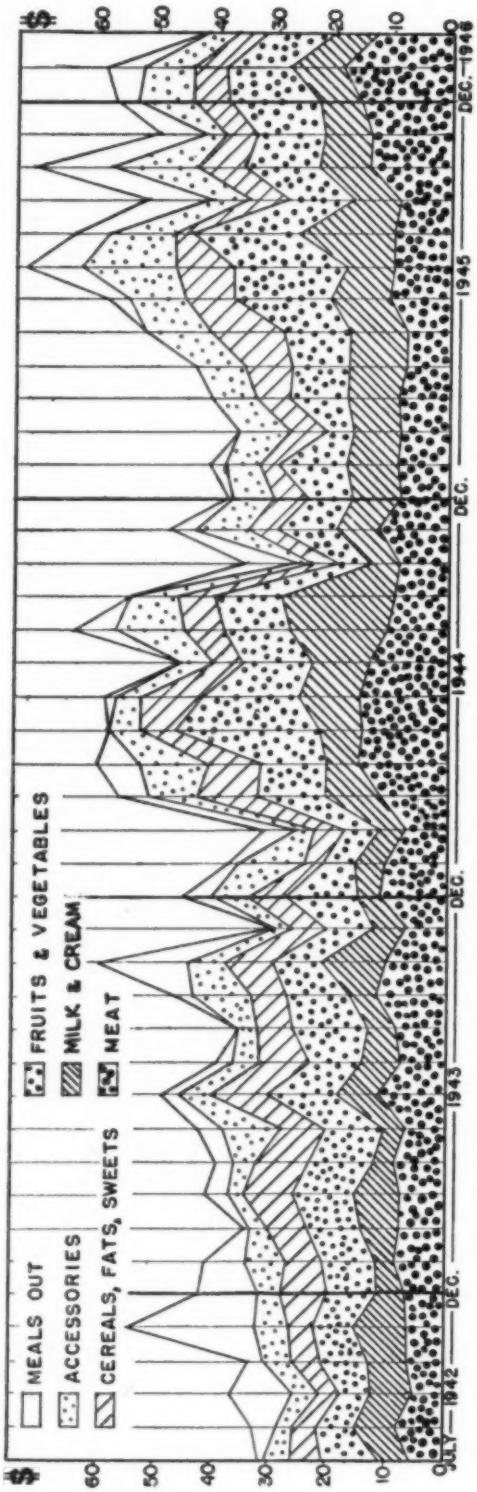
Guest meals. Not meaning to be mercenary but out of curiosity to see what effect serving guests has had on the food budget, we have balanced the meals served guests against the meals we ate as guests, and we have noted that they balance fairly well, so that the cost of entertaining has been negligible.

During the time studied we served guests 95 breakfasts, 73 lunches, and 141 dinners and dined as guests for 62 breakfasts, 72 lunches, and 129 dinners. Of course peaks and sags occur in the graph for given months. For example, during November 1943 and February 1944, we had few meals at home; but during May 1944, we served many guests at home.

Time spent shopping and preparing meals. When there is plenty of time to shop for groceries in selected markets and time to prepare foods that are inexpensive but take longer to cook, money can be saved. Our graph shows this, for from July 1942 to November 1942, we could buy fresh fruits, vegetables, and meat at a farmers' street market and spent one evening a week buying items outlined in "Diets to Fit the Family Income," Farmers' Bulletin No. 1757 for a family of two moderately active adults at liberal to moderate cost.

I baked all the breads and prepared inexpensive one-dish meals to stretch the meat purchases, and both of us ate three meals at home. After November 1942, we were both working and either buying or carrying lunches. Our shopping was hurried, and the shopping area limited. We still had many one-dish meals, but more and more tended to select expensive cuts of meat that would cook quickly.

Availability of food. Rationing kept scarce items on the store shelves whenever they were available at all. Whenever such inexpensive



MONTHLY RECORD OF FOOD COSTS FOR A 3 YEAR, 8 MONTH PERIOD

staples as onions and potatoes were scarce because of transportation difficulties, we had to select expensive substitutes. A premature spring followed by late frost caused a shortage of fruits in the spring of 1945, and a damp summer produced vegetables of a poor quality and scarce at that. Meat shortages forced less buying during some months.

Special diet. The effect of a special diet is also evident on the graph. Eating to satisfy the hunger caused by unrecognized and uncontrolled diabetes in March and April, 1944, caused a rise in food costs. The diet prescribed during the next five months was high in calories to provide for the necessary gain in weight. After the diet was dropped the food costs dropped accordingly. They did rise again in the spring of 1945, because of scarcity of some foods, a higher cost of living, and many guest meals.

Other factors. When flour, spices, and such things were bought at the end of a month, a peak would come for that time followed by a sag in the next month.

Because of these inevitable irregularities in the graph, we have used average figures in the tabulations and in our study of the costs and the effects of various factors on costs.

Nutritional Value of Foods

We obtained an adequate diet by including at least one item from each of the basic seven food groups each day: (1) milk and milk products; (2) leafy, green, and yellow vegetables; (3) egg, meat, poultry, and fish; (4) bread, flour, cereals; (5) citrus fruits and tomatoes; (6) fats and sugars; (7) potatoes and other vegetables and fruits.

Dividing the Food Dollar

To see whether our food dollars were spent wisely we compared the cost of foods in the groups outlined in the beginning of this study with the following commonly used divisions of the food dollar: 20 per cent or more for milk and cheese; 20 per cent more or less for fruits and vegetables; 20 per cent or less for

meats, fish, and eggs; 20 per cent or more for breads and cereals; 20 per cent or less for fats, sugars, and other groceries.

TABLE 2

Average distribution of monthly expenditures for food consumed at home

PERIOD	MEAT	MILK AND CREAM	FRUITS AND VEGETABLES	CEREALS, FATS, SWEETS	ACCESSORIES
	per cent	*per cent*	*per cent*	*per cent*	*per cent*
July to Dec., 1942	22	22	25	17	14
Jan. to June, 1943	23	14	28	21	14
July to Dec., 1943	24	17	28	17	14
Jan. to June, 1944	26	15	27	16	16
July to Dec., 1944	23	26	22	13	16
Jan. to June, 1945	19	23	23	16	19
July to Dec., 1945	23	18	27	13	19

About half of the time we spent more than 20 per cent for milk and cream; the other half of the time, less. We spent more than 20 per cent for fruits and vegetables during every period, and more than 20 per cent for meat in every period except one, partly because we included our cheese purchases under this heading. We spent less than the suggested amount for breads and cereals, fats and sugars, and for accessories or "other groceries." We spent less than 40 per cent on all these items together: breads, cereals, fats, sugars, and other groceries (table 2).

Evaluation

From these figures we concluded that our diet had contained the optimum amount of nutrients essential to health but that it was not so economical as it might have been.

We have kept the amount of money spent for food down considerably in spite of the rise in the cost of living, diet, and limited market facilities by shifting from a liberal-to-moderate-cost diet to a moderate-to-low-cost diet. Yet we have been as exacting as to menus as ever, demanding that they not only incorporate the "basic seven" food groups but also conform to our ideas of good flavor and contrasts in texture and color. Since May 1945 we have been unable to check the rising cost of food by any of the economies to which we have resorted while yet ensuring a well-balanced diet.

We have received a great deal of satisfaction from keeping these food records. With rationing and price ceilings, shortages and surpluses, there has been constant stimulus to provide interesting menus at the lowest possible cost. The results have been sufficiently worth while that we expect to continue the records indefinitely.

Education for Action

Education is not merely by and for the sake of thought; it is in a still higher degree by and for the sake of action.

Just as the man of science must think and experiment alternately, so, too, must artist, author, and scholar alternate creation or study with participation in the life around them. For it is only by thinking things out as one lives them, and living things out as one thinks them, that a man or a society can really be said to think or even live at all.—PATRICK GEDDES, from notes for lectures on "Life and Thought" given in Edinburgh, 1895. Reported by Philip Boardman in *Patrick Geddes: Maker of the Future*, published by The University of North Carolina Press.

The AHEA Saga—Part II

KETURAH E. BALDWIN

This is Part II of an informal history of home economics and of the AHEA written by Miss Baldwin, long the business manager of the Association.

CHAPTER I of our saga, published in the April JOURNAL, showed that in home economics as in any other field the individual pioneers are the ones who bring something out of the nowhere into the here. But not for long do these individuals work alone. They and their followers feel the need of group action. This need in the field of home economics resulted in significant movements from 1870 to 1900.

Philanthropic organizations—the YWCA, various women's clubs, and churches—opened classes or sponsored activities in homemaking. The kitchen-garden movement for teaching children household arts through play began in the '70's and developed into the Kitchen Garden Association of New York, which in turn became the Industrial Educational Association in 1884. Its activities in home economics finally resulted, in 1888, in establishing the New York College for Training Teachers, now Teachers College of Columbia University.

The Centennial Exposition in Philadelphia in 1876 gave a boost to manual training, and from this program for boys there developed interest in "domestic science" as a companion program for girls.

New England Kitchen, School Lunch

The New England Kitchen was set up in Boston in 1890. A gift from Mrs. Quincy Shaw, a daughter of Louis Agassiz, financed this experiment in "the scientific feeding of the poor" and Mrs. Richards was chosen to direct the project. She enlisted as a co-worker Mrs. Mary Hinman Abel, the winner of the Lomb prize awarded for her essay on "The Five Food Principles Illustrated by Practical Recipes," who later became the first editor of the JOURNAL OF HOME ECONOMICS.

In this New England Kitchen was used the Aladdin Oven, precursor of the fireless cooker, just invented by Edward Atkinson. Similar kitchens were opened in other cities, but all were short-lived. As Mrs. Richards commented, "Their death knell was sounded by the woman who said, 'I don't want to eat what's good for me; I'd ruther eat what I'd ruther.' "

The work of the New England Kitchen, however, made it possible for Mrs. Richards in 1894 to start the first school lunch in the public schools of Boston. Her difficulties with the school janitors, who had hitherto had the financially rewarding privilege of feeding the high school children, and with the shops near the schools, which wanted to hold onto their trade, make interesting reading today for home economists who are trying to establish a school lunch program against odds.

"Here you can get what you want to eat, and not what the School Committee says you must," was a sign posted in one neighborhood shop.

Rumford Kitchen and Pamphlets

The World's Fair in Chicago in 1893, to quote Isabel Bevier, "was responsible for at least three developments of interest to home economics workers: the National Household Economic Association, the Rumford Kitchen, and the collection and analysis of food materials under the auspices of the U. S. Department of Agriculture."

The Rumford Kitchen, a brain child of Mrs. Richards, was part of the Massachusetts educational exhibit at that World's Fair. It represented a workingman's home and tried to show how his family could live on $500 a year. A man who visited it, however, remarked,

"This house may be run on $500 a year but it would take a $5,000 wife to do it."

"Not the least valuable part of the exhibit was the series of pamphlets prepared for the Rumford Kitchen by authorities in the several departments of science which relate to human food and nutrition," as Caroline L. Hunt comments in her book *Ellen H. Richards: Pioneer in Conservation*. "That such men as Professors Remsen, Howell, and Abel of Johns Hopkins University, Professor Chittenden of Yale University, Professor Sedgwick of the Institute of Technology, and others, were willing to prepare these scientific papers shows a great step toward placing this branch of sanitary science in its rightful place."

The U. S. Department of Agriculture impressed the public with its food exhibit at the World's Fair and soon began the nutrition investigations for which Congress made an appropriation in 1894. Under the direction of Professor W. O. Atwater this work was carried on in the Office of Experiment Stations, from which eventually developed our present Bureau of Human Nutrition and Home Economics.

Professor Atwater's daughter Helen, by the way, later became editor of the AHEA's JOURNAL OF HOME ECONOMICS.

The NHEA, 1893–1903

The Women's Congress of the Chicago Exposition of 1893 also led to the organizing of the National Household Economic Association before the Fair itself was over. Its objectives, as stated by its fourth president, Mrs. Linda Hull Larned, in the April 1909 issue of the JOURNAL OF HOME ECONOMICS, were:

1. To awaken the public mind to the importance of establishing bureaus of information where there can be an exchange of wants and needs between employer and employed, in every department of home and social life.

2. To promote among members of the Association a more scientific knowledge of the economic value of various foods and fuels, a more intelligent understanding of correct plumbing and drainage in our homes, as well as need for pure water and good light in a sanitarily built house.

3. To secure skilled labor in every department of our homes and to organize schools of household science and service.

Its members worked primarily through women's clubs, and as a result of their efforts "household economics" had a place on programs of the General Federation of Women's Clubs and of state federations. After 10 years of activity it was dissolved, to quote Mrs. Larned again:

As by this time the objects and aims of the Association had become thoroughly incorporated in the work of the General and State Federations of Women's Clubs, and as the Lake Placid Conference was now doing much better work along the same lines.

For home economists, these Lake Placid Conferences are so significant that they require a chapter all their own and will be taken up in our next installment of "The AHEA Saga" in the June issue.

One other experiment should be noted, however, before we turn to that development: The Household Aid Company, which was organized in 1903 by the home economics committee of the Association of Collegiate Alumnae, of which Mrs. Ellen H. Richards and Mrs. Alice Freeman Palmer were members.

That Company was founded to study the problems of household labor. It opened a house to train 20 girls for that work and set up rules and wages for employer and employee. Public response was disappointing, however. The originators decided that the experiment was premature and signed off at the end of two years.

Consumer Education Service

The 1946 issues are topping—one each on textiles, Chile's consumer work, consumer outlook, fate of consumer-concerned war agencies, teachers' tips.

Furthering Good Human Relations

ALBERTA YOUNG

This article is based partly on Dr. Young's work under Louis E. Raths at the Ohio State University and her PhD. dissertation. She is on the home economics education staff of the University of Tennessee.

THE teacher is confronted with many perplexing problems in the course of the day, and the most perplexing of all are likely to be those involving personal relations. Too often she uses hit and miss methods in handling a given situation. Sometimes she is able to arrive at a way of helping Mary to work more successfully or to relate herself to Jane in such a way that Jane is challenged to work, but at other times she is unsuccessful. Teachers on the whole seem to lack a dependable guide for personal relations with students.

Eight Basic Needs

The key to the improvement of human relations may be found in understanding the basic needs of the individual and the results of failure to meet those needs.

Elizabeth probably is restless and disturbed and is striking out at another student or the teacher because some of her basic needs are not being met. A helpful theory to use in attacking this problem is that the blocking of a basic need of the individual tends to lead to frustration, and that frustration in turn tends to lead to aggression.

Failure to fulfill basic needs seems to influence behavior, and consideration of the basic needs of students seems to provide a basis for improving classroom relationships.

What then are the basic needs of students? Psychologists and educators have stated them in many different ways, but the list which is helping prospective teachers of home economics at the University of Tennessee to meet classroom situations includes love, a sense of belonging to a group, personal achievement, freedom from guilt feelings, freedom from fear and aggression, economic security, participation in making decisions affecting one's own welfare, and integration of one's own attitudes, beliefs, and values.

Love, Belonging, Success, a Free Conscience

First, those of us who grow up in our democratic society seem to have a need for love—for that affection found among family members. A second need which we seem to have is that of belonging—first to a family group and later to some larger group. Third, achievement in some endeavor is a goal greatly desired in our society, as a means of building within a person a feeling of his own worth, which is essential in personality development.

Fourth, individuals need to be relatively free from guilt feelings. In a society which has definite standards as to what is right and wrong, correct and incorrect, the individual subjects himself to close scrutiny to determine whether his behavior meets the requirements. As he follows society's dictates, he tends to have a "clear conscience"; as he deviates he begins to have a "bad conscience" or to develop guilt feelings. The "conscience" often appears also when the person fails to meet his own standards.

Freedom from Fear, Economic Want

Relative freedom from fear and aggression is a fifth need. An overburdening sense of fear thwarts the building of wholesome personalities in our society. Not all aggression is destructive to our society, of course. Aggression directed toward socially useful endeavor is worth while, but that directed against human beings or against institutions organized for the welfare of society is undesirable. Fear and aggression which prevent the individual

from functioning for his own good and for the good of others are harmful to personality development and to society.

Sixth is the need for economic security. Lack of an adequate income significantly influences behavior of children and of adults. What constitutes adequacy varies with the family, but the gap between the income and the amount needed to meet the family standards can and often does cause serious frustration. This does not mean that each family must have the sum of money required to meet its *desires* but that lack of enough to meet basic emotional *needs* can be a serious problem of far-reaching consequences to the family.

Sharing Decisions, Integrating Attitudes

Seventh, there is the need to participate in making decisions which affect our welfare. Our democratic ideals include the belief that each individual must have an opportunity to explore his interests, to develop his capacities, and to meet his needs.

Eighth is the need for understanding of inner conflicts and for integrating one's own attitudes, beliefs, and values.

The teacher, by the way in which she relates herself to Elizabeth, may be helping the girl to meet her basic needs, or she may be creating new needs or blocking attempts to meet old needs. What then are the ways in which the teacher can handle personal relations? She can further good human relations and promote the values prized in a democratic society by practice of seven techniques.

Helping Others in Self Analysis

1. *She can develop skill in helping others to see what it is they are after and what they are doing.* As a teacher uses techniques in this area she helps the student to find out what she herself is worried about, what she wants to accept, what her attitudes and feelings are. She tries to help the girl see her problems more clearly, the kind of thinking she has done, the goals toward which she is striving, the values and the prejudices she holds and upon which she may be acting.

Frequently an adolescent girl wants to date a boy who is disapproved of by her parents. One of our student teachers recently helped a girl with this problem by getting her to clarify her own goals, to see the prejudices she was holding against her parents, and to understand the probable reasons for the attitudes of the parents.

Earning Confidence, Co-operation

2. *She can earn the respect and confidence of others.* A high school girl who was making a suit recently expressed a desire to finish it in a hurry regardless of the quality of the work and approached the construction of the garment with this attitude. The student teacher showed competency by the way in which she helped the girl to see the steps essential in making a well-tailored suit and by showing her a tailored coat she herself had made.

The girl immediately became interested in having a well-made suit even though it took longer. Moreover, she gained such a sense of achievement from her work that she completed it in a relatively short time.

The teacher gains confidence and respect by demonstrating that she is competent, informed, objective, sincere, and loyal and that she maintains appropriate standards.

3. *She can develop skill in securing co-operation.* Co-operation implies working together on a common problem or project. It does not imply obedience nor that one person works *for* another, nor *under* another, but that all work *together*. When a teacher uses these techniques with her students they are recognized and appreciated. "She takes part in everything that comes up in class," and "She acts as if she is working on a project of her own instead of ours," are remarks made by the girls about a student teacher who seems particularly adept in use of these techniques.

Creating Good Will, Reducing Conflict

4. *She can develop ability in creating good will as a resource valuable in itself.* Establishing good will and good human relations is a means by which she may reach her ultimate goal of

helping students to become more self-directive. Some teachers, however, seem to have as their ultimate goal pleasant relations for themselves and the satisfaction of being liked. Usually these teachers lose the confidence and respect of the students because they fail to carry on the other jobs which help students to develop their capacities. The teacher can create good will by being interested in the experiences of the students, by sharing her own interests with them, by praising and rewarding merit, and by enriching the environment.

5. *She can develop skill in controlling conflict situations.* Though a teacher may develop these other skills which further good human relations, there may yet arise conflict situations which she will need to control. Each may require a different handling. Sometimes she may stall off or divert the conflict; at other times she may use face-saving devices; sometimes she may be able to resolve the conflict at the status level; and again she may have to let it be fought out, making sure that the fight is fair.

Authoritarian and Democratic Methods

6. *She can develop skill in persuading, constraining, or compelling others to do what she believes is required by the situation.* Sometimes it is her responsibility to see that students do certain things, and she must accept that responsibility when situations demand it. Though her goal is to help students develop the ability to become self-directive, she must realize that they vary in ability to assume self-direction. Most teachers are familiar with authoritarian techniques.

7. *She can develop the technique of helping the group arrive at common concerns through the free entertaining of ideas.* In a democratic society where each person should have a chance to participate in making decisions which concern her own welfare, the teacher needs to develop techniques by which a class can arrive at common concerns.

A class in family relations recently was discussing the place of old people in the home and that of grandmothers in particular. The student teacher gave all an opportunity to state their beliefs, attitudes, and values concerning old people. Her second step was to help them change some of their original statements of *attitudes* to statements of *belief* so that they could test the soundness of these statements.

For example, the students could not challenge "I dislike having old people around," whereas they could bring evidence to bear upon "I believe that *grandmothers are hard to please.*" The discussion revealed differences and some agreement in beliefs, and the student teacher pointed out these likenesses and differences. Next she helped the students to formulate belief statements that represented greater unity than had the original statements. We hope that she later helped the students apply these new statements of belief to the original problem in family relations and to some of their own family situations and that she summarized and helped students to understand the process by which they had arrived at their common beliefs.

How does a teacher judge the appropriateness of the ways in which she relates herself to students? By the extent that the use of a technique allows students to develop an increased amount of self-direction, to meet needs, and to further good human relations, it can be assumed to be good. Whenever its consequences tend in the opposite direction, it can be assumed to be bad.

Basic to this study in human relations is the belief that a classroom teacher can further good human relations and the growth of boys and girls by examining the problems in human relations in the classroom, the needs of the students, her own techniques of interpersonal relations, and the social values expressed in a given situation. She can then consider the extent to which she is helping students to meet basic needs, or is thwarting them in their attempt to meet these needs, or is creating new needs.

"Frustration and Aggression" written by Dollard and others and published by the Yale University Press is most helpful in developing the insight needed.

Reducing Guesswork in Buying

DOROTHY HOUGHTON

Dr. Houghton is a chemistry professor at Teachers College, Columbia University, and the AHEA's representative on the Council of the American Standards Association. Here she reports on a phase of AHEA work little known to most home economists but work of which every AHEA member can be proud.

THE salesperson's assurances and an occasional manufacturer's label are the only information which the average housewife can get as to whether a product is likely to suit her purposes.

If it's a dress, she wants style, of course; but she also wants to know about colorfastness, launderability, dry cleanability, and potential shrinkage. If it's any one of dozens of other products sold across the counter at retail, she wants to know about durability and serviceability. And, because in most cases she lacks the technical knowledge and the testing facilities of the institutional buyer, she has to do most of her buying by guesswork.

The federal government has taken some of the guesswork out of buying drugs, by means of the Federal Food, Drug, and Cosmetic Act. It has also taken the guesswork out of all Army and Navy and other government purchasing through an elaborate series of specifications and standards, supplemented by a comprehensive inspection and testing service.

Rise of Standards for Consumer Goods

The depression gave momentum to a "consumer movement" that had as one of its purposes the development of standards for articles sold across the counter. These consumer groups wanted for the individual buyer the same opportunities as are enjoyed by large industries and governmental agencies to judge the relation between price and quality or performance. This, they felt, was a practical way to help conserve their income through selecting those things which best suited their needs, at prices they could afford to pay.

When the U. S. Bureau of Home Economics and the American Home Economics Association first broached the subject of standards for consumer goods in 1928, the American Standards Association had already had extensive experience in co-ordinating the views of various groups; and it had developed the machinery for a thorough and impartial standardization movement. Up to this time the work of the ASA had dealt primarily with problems of producers' goods and with the development of industrial safety standards which today are used throughout the country.

Consumer groups among the membership, including the AHEA, believed that the ASA machinery was uniquely fitted to do the kind of job for consumers that it had already done for other groups.

In 1936 the increasing demand for this work from various women's and professional groups led the ASA to organize the Advisory Committee on Ultimate Consumer Goods (ACUCG) to bring together for the first time representatives of the great national consumer and retailer organizations for a systematic study of standards in the retail trade. That committee now keeps a guiding hand on all standardization projects in the consumer field and represents the consumer in other ASA work.

At present, 26 national organizations are serving on this committee of the ASA. These include the consumers themselves (through groups like the AHEA and through labor organizations), retailers (through such groups as the National Retail Dry Goods Association, the American Retail Federation, the Limited Price Variety Stores, and producer associations), and several departments of the federal government.

The ACUCG (as it is called by its member groups) does not write standards. This is done by the technical committees on which all groups interested in the specific job at hand are represented. The ACUCG was set up to present the consumer and retailer views on all ASA work and also to set up a program of important standardization jobs specifically in the field of consumer goods.

It has initiated several basic standardization jobs: among them, a clarification of the problem of sizing children's and women's industrial garments; a dictionary of the basic terms used by advertiser, manufacturer, and customer in describing merchandise; and a set of principles to underlie the public certifications that serve as a yardstick for many thousands of articles sold across the counter in retail trade.

What Is a Standard?

A standard is a way of stating and measuring a product in terms that have the same meaning to the buyer and to the seller. All buying and selling in which the purchaser cannot personally inspect the goods must necessarily be based upon some sort of standard. Many such statements are no more than a simple two-party understanding between the clerk and the customer, as "Like the one I bought last."

Such standards have already been tried in merchandising. The IES lamp is manufactured and sold wholly on the basis of technical specifications. From the start, this method of merchandising lamps was so successful that for a time manufacturers were unable to keep up with orders, although this lamp is more expensive than other varieties. This illustrated the fact that customers are willing to pay more for quality merchandise, provided they know what they are getting.

An American Standard Safety Code for Mechanical Refrigeration, which has gone through successive editions, provides safeguards for the protection of the public in the use of refrigerators, including such matters as the possible contamination of the air and of food by the refrigerators used. Many cities use the code as basis of municipal regulations.

Parallel work was undertaken a number of years ago on methods of tests and other standards for household refrigerators from the point of view of economy and convenience in operation. Two such standards have been approved: standard requirements for gas refrigerators and methods of testing household electric refrigerators.

Probably the most active and successful of ASA consumer projects has been in the field of approval and installation requirements for gas burning appliances. More than twenty-five such standards have been developed, and others are now before the Association. The work—including as it does gas heaters, water heaters, furnaces, clothes dryers, and other widely used conveniences of the American home—has greatly influenced consumer buying.

It has also aided manufacturer, retailer, and the gas utilities through helping to improve most of the gas appliances now used; in fact, in less than two years these standards led to the redesigning of every gas-fired hot-water heater on the market. Today, 90 per cent of all appliances made in this country conform with these standards, and consumer satisfaction with gas has led to an increase in sales.

Furthermore, as a result of these standards and the accompanying improvement in products, the industry is no longer pestered by a multitude of restrictive local business ordinances. This work was initiated by the American Gas Association. The development of the standards has been in charge of a typical ASA committee representing consumer organizations, manufacturers, safety organizations, and interested divisions of the federal government.

At the request of the War Production Board and the Office of Price Administration, the ASA developed wartime specifications for women's work clothing—slacks, dungarees, industrial dresses, overalls. It has completed specifications for safety shoes for both men and women that will adequately protect the wearer from such hazards as falling objects, static electricity, and molten metal.

With the postwar period in view, the ACUCG appointed a planning committee to study the multiple problems of the reconstruction period. The new materials and new methods which have come out of the war emergency will be thoroughly investigated as to use in the commodity field. Plywood, plastics, synthetics of all kinds present new problems to the consumer as well as to the manufacturer. The committee will review the American War Standards as well as standards set up by the war agencies and will make recommendations as to their further use. *By these standards will be measured the artificial textile fibers, blended fiber cloths, new dyestuffs, improved textile finishes, etc., that we know so little about.*

Sound standards in the merchandise field have proved their value in helping to channel goods from manufacturer to retailer to consumer. Such standards constitute a common language for these three groups. They enable the retailer and even the newest salesperson to state with surety whether a garment will shrink when cleaned, whether a gas oven will bake uniformly, and whether a lamp will light one's book without glare. *Such standards cut down the volume of returned goods by providing more accurate information at the counter.*

AHEA Members on ASA Committees

Thirteen ASA committees now have AHEA members: *ACUCG*—Ardenia Chapman, representative, and Dorothy Houghton and Anna M. Dooley, alternates; *Minimum Requirements for Plumbing and Standardization of Plumbing Equipment* (A40)—Earl C McCracken, representative; *Specifications for Household Refrigerators* (B38)—Earl C McCracken (chairman), Mary de Garmo Bryan, Harriet R. Howe, and Carol Moffett, representatives; *Domestic Electric Flatirons* (C70)—Earl C McCracken (chairman), and Elaine Knowles, representatives, and Mary Evans, alternate; *Household Electric Ranges* (C71)—Earl C McCracken (chairman), Edna Cobb, and Elizabeth Lacey Speer, representatives, and Joan Rock, alternate; *Electric Water Heaters* (C72)—Earl C McCracken (chairman), Esther Pond, and V. Enid Sater, representatives, and Marion Butters, alternate; *Specifications and Standards for Sheets and Sheeting* (L4)—Pauline Beery Mack, representative, and Mary Evans, alternate; *Standardization of Sizes of Children's Garments and Patterns* (L11), AHEA sponsored—Harriet R. Howe (chairman), Ardenia Chapman, Alice L. Edwards, Inez La Bossier, and Lillian Locke, representatives; *Standards for Bedding and Upholstery* (L12)—Ruth O'Brien, representative, and Alice Edwards, alternate; *Fastness of Colored Textiles* (L14)—Dorothy Houghton, representative; *Ventilation Code* (Z5)—Earl C McCracken, representative; *Approval and Installation Requirements for Gas Burning Appliances* (Z21)—Lenore E. Sater, representative; *Principles Underlying Valid Certification and Labeling of Commodities* (Z34)—Alice L. Edwards, representative.

EDITOR'S NOTE: In 1929 the AHEA became a "member body" of the ASA, to which belonged such organizations as the National Electrical Manufacturers and the American Gas Association, and has been credited by some of the other "member bodies" with being "perhaps the most important single factor in encouraging the ASA to become increasingly interested in standards of consumer goods."

Partly as an economy measure the AHEA in 1943 shifted to associate membership. Other groups having that relation to the ASA include the American Association of Textile Chemists and Colorists and the National Retail Dry Goods Association. Among associates of ours on the ACUCG are the National Association of Wool Manufacturers and the National Association of Dyers and Cleaners.

AHEA Membership

Our members on April 1, 1946 totaled 16,224—1105 more than in *June* 1945.

Education for Safety

Though Gladys J. Ward served as the AHEA's representative on the National Safety Council for several years, it was not until 1944 that an AHEA home safety committee was appointed to promote safety education throughout the Association. Hazel Thompson has been chairman of that committee. Seventeen of our state associations have safety education chairmen.

WE like to think of the home as being a place where family members can grow and develop and where they enjoy protection. Yet deaths of civilians in home accidents in 1945 totaled about 33,500—2 per cent more than in 1944. Injuries numbered 5 million, 130,000 of which resulted in permanent disability. Cost—wage loss, medical expense, and overhead costs of insurance—was $600,000,000.

These sobering facts make us realize that home economists need to help in the cause of safety.—HAZEL THOMPSON, *State Board of Vocational Education, Topeka, Kansas.*

In Illinois

Does a state-wide safe-home program pay? Evidently it does, for 5,371 Illinois families living in 45 counties reported no home accidents for 1945. Enrollments in our Illinois safe homes program now coming in for the fourth year indicate increased interest in it. Families in 65 counties are already enrolled, and work is progressing rapidly in other areas.

The Illinois Home Economics Extension Service and Illinois Home Bureau Federation together outlined the program four years ago to reinforce home economics extension efforts to make homemakers safety conscious.

Our time and motion studies show homemakers that one of the chief causes of accidents is fatigue; the clothing program high lights selection of safe work clothes; home furnishing and home management programs emphasize the importance of having safe equipment; the health and child development and parent education programs also give attention to home safety.

Boys' and girls' 4-H club work in the state includes an elective "activity" on home safety which has resulted in many members' checking and correcting home hazards.

First Step, County Work . . .

The first step in launching the state-wide program was to ask homemakers to use a check sheet to analyze their work habits, equipment, and total housing situation as related to home accidents. In checking such questions as "Have you a safe step ladder, and do you use it?" these homemakers became safety conscious and were aroused to enroll in the program and enlist family help in making their own homes safe.

In every county, community home safety chairmen help county home advisers publicize the program and secure enrollees. Press releases and radio announcements as well as exhibits during Farm and Home Week and at the state home economics meeting further promote the program.

Enrollment sheets and report sheets emphasize individual family responsibility. Each family reporting no home accident for the year receives a window emblem, "This Is a Safe Home."

Awards are given annually by the National Safety Council to the two counties having the largest percentage of families enrolled and reporting no home accidents and the lowest percentage of home accidents reported among the total number of families enrolled. This year recognition will be given to fifteen more counties.

Analysis of Reports

Important information on the causes of accidents has been gleaned from the family reports.

Hurrying, when tired or in darkness, is the most frequent cause. Carelessness and use of worn out or makeshift equipment account for many others.

Through this continuous state-wide work families are beginning to understand that most home accidents are preventable, that such accidents as falls and burns are not the causes of accidents but the results of one or more unsafe conditions or practices which they, through co-operation, can correct.—GLADYS J. WARD, *Home Management Extension, University of Illinois.*

In Kansas

Safety education in this state is generally integrated with the subject studied. In 1944, students at Kansas State Teachers College, Pittsburg, operated a temporary home management house under difficulties; safety was emphasized throughout the course.

Students in the "house laboratory" at Kansas State College, Manhattan, develop a safety check list and inspect the home management houses, making such repairs as are possible with materials available.

Farm home safety is an important part of the education program conducted by the home economics extension department of Kansas State College. In 1945, extension home demonstration units in eleven counties carried a program of fire and accident prevention to their communities. Causes and prevention of fires and accidents, information on county fire losses, a "fire prevention quiz," and the playlet "It Could Happen to You" were featured. Fireproofing of fabrics and use of fire extinguishers were demonstrated.

County Work, Farm Labor Program

A home safety check list was introduced two years ago by extension specialists in home health and sanitation and home management in co-operation with the Kansas Safety Council. In 1944, 6,269 families in 43 counties received recognition for checking the list, and 738 handrails were installed in homes.

County home demonstration agents tested 2,464 pressure cooker gauges and checked safety valves and petcocks. Food and nutrition economists have held 116 clinics on care of canning equipment and testing pressure cooker gauges. Gauges tested and safety valves cleaned totaled 1,582. Only safe methods of home canning are demonstrated, and warnings are given on unsafe practices such as oven canning.

The farm labor program recommends that all workers observe these precautions:

1. Wear proper work clothing; loose fitting or torn garments endanger the operator.
2. Carry a first aid kit into the harvest field.
3. Protect small children by leaving them supervised at home.
4. Move around over tractor equipment only when it is out of gear.
5. Learn and use best ways of lifting and of shifting loads.

Vocational homemaking classes in the state have considered ways of making classrooms and homes safer. Home projects have brought safety practices into many homes.—VERA ELLITHORPE, *Safety Chairman, Kansas Home Economics Association.*

Junior High Program

How safe is your home? This was the question discussed in all eighth grade home economics classes in the Topeka public schools as part of the home nursing unit.

We viewed the picture "Home Safe Home" and followed it with a safety survey, using forms furnished by the State Board of Health.

The survey showed: 91 homes with no first aid kits and no member of the family trained in first aid; 65 using inflammable cleaning fluids; 62 with inside stairs and outside steps in need of repair and without handrails; 61 in which people were careless about turning handles of cooking pans to the back of the stove; 59 in which chimneys and flues were not inspected regularly; 51 where poisons were kept in the family medicine chest; 37 where

open fires were unscreened; 23 with poorly lighted halls and stairs where brooms, mops, and other tripping hazards were kept; 18 where matches were not out of reach of children; 13 where fires were started with kerosene; 6 in which firearms were not unloaded before they were brought into the house.

Each girl checked her own home and made and carried out plans to make it safer.

One school reported the following improvements: 7 girls took poisons out of the medicine chest; 7 took cleaning supplies off the basement steps; 42 started the practice of turning handles of pans to the back of the stove at home as well as at school; 32 cleaned out a closet; 4 fixed basement steps; 37 wiped up dirt and grease from floors; 9 put matches up high; 4 put matches in a tin container; 6 picked up the baby's toys and arranged a place for them; 12 were more careful in lighting the stove; 3 had the gas stove checked to see if gas escaped; 2 put dangerous things out of reach of children.—KATHERINE TUCKER, *Supervisor of Home Economics, Topeka Public Schools.*

In St. Louis

An outstanding safety education program was achieved in 1945 by the St. Louis Home Economics in Business group in co-operation with the Safety Council of Greater St. Louis. The HEIB's participated in the Home Safety Institute, a regular program sponsored in the spring and fall by the Safety Council.

An average of 45 women, representatives of various organizations, attended the 5 weekly meetings. One hour of each meeting was conducted by the chairman, who had completed a Home Safety Institute course and had been awarded a home safety engineer's certificate. Each week a different aspect of the home was considered.

The HEIB's had charge of one-half hour of each meeting. Each of the five home economists represented a different organization, and each spoke on safe methods of using and caring for the food item or equipment which her particular company produced: storing and cooking meats, canning, storing milk and milk products, and handling electrical and gas equipment in the home. The same chairman and home economist were featured later that week in a 15-minute interview on a home safety radio program sponsored by the Safety Council of Greater St. Louis. At the fall Institute a talk was added on planning and arranging equipment in postwar kitchens.

Each woman successfully completing the course was awarded a home safety engineer's certificate. She then passed on this information to her own club or group.

Notable publicity for the Institute was attained through newspaper articles, radio announcements, and letters to clubs and individuals.

"The business home economists added a much-needed professional touch to the program," declared the city's safety council. The National Safety Council also complimented the Council and HEIB's on their work.

A reduction of about 30 per cent in St. Louis home accident fatalities in 1945 as compared with 1944 shows that the city's intensified safety program is proving successful. Participation in such a program elsewhere not only furthers a community cause but also brings valuable contacts, information, and publicity.

Safety education can be effectively incorporated into cooking schools, into nutrition classes, and into other classroom programs.—MARYE ADAMS KARCH, *Chairman, Safety Education, Missouri Home Economics Association.*

In New York

A conference on the teaching of home safety in high school homemaking classes, in home visits, and in community gatherings was held at Cornell University last July. It was planned by members of the New York State Department of Education and the housing and home management departments of the

New York State College of Home Economics. Similar conferences had been held previously in Ithaca for public health nurses and for district lecturers on home safety, under the auspices of the New York State Department of Health, the American Red Cross, and the New York State College of Home Economics.

Grace Morin, architect in charge of rural housing research, discussed home safety as it relates to the house and its surroundings; and the extension specialist in home management discussed development of safe habits and skills in performing homemaking tasks: avoiding fatigue, keeping passageways clear, recognizing and correcting fire-hazard activities, climbing and playing safely, storing tools and equipment safely and conveniently, and using the right tool for a specific job. The skills of sharpening and using knives, using kerosene stoves, and making electrical repairs were discussed. Illustrative materials and practice periods for conference participants were provided.

Similar short conferences are being held in Syracuse, Buffalo, Rochester, and on Long Island for homemaking teachers and others as a part of this year's extension program in home management. Local architects and Katherine Olmstead of the State Health Department are participating.—RUTH REMSBURG, *New York Extension Specialist in Home Management.*

In Indiana

As a part of the home economics exhibit at the county fair, home nursing students at Ball State Teachers College prepared an exhibit of home and farm hazards that exact such a toll of lives each year and ways by which they can be eliminated.

Charts told the story of home accidents—causes, number, and results in loss of life and money. The exhibit portrayed the safe way of carrying on some more or less hazardous home activities, such as keeping kindling saturated with kerosene outside the house, labeling medicine bottles, marking poisons with a wrapper of sandpaper, painting red danger points on home and farm machines.

Where it was not practical to construct the real situation or to use large-size pictures, posters pointed out dangers. The exhibit created much interest.—MARY BEEMAN, *Ball State Teachers College.*

Psychological Management of the Newborn

A major drawback in hospitals—as at present organized—is the practice of separating baby and mother. . . . The mother and her offspring constitute a biologic unit and to separate them as is the custom in hospitals is unnatural and unphysiologic. . . .

A survey of the newborn nursery, as at present operated, then, indicates that it is poorly adapted to satisfy the psychologic needs of the newborn. There is a minimal opportunity for the baby to be at the mother's side where he can be cuddled and fondled; there is failure to encourage breast feeding; there is an unnecessarily large amount of crying; and no respect whatsoever is paid to the innate feeding demands. Mothers may take comfort in the fact that physicians are becoming more and more aware of this. . . .

Because of the overcrowding in many hospitals it has been found necessary to cut down the usual 10- to 14-day stay to 7 days, and in some regions, to 3 days. The curtailed stay has not only been found to be without danger; it has even been hailed as a medical advance . . . changes in hospital practice and architecture may be brought about by the growing realization . . . of how current obstetrical care denies the child basic emotional satisfactions in the first ten days of his life.—HARRY BAKWIN, MD, in "Science Contributes," *Child Study,* Winter 1945–46.

Testing the Sealing Qualities of Jar Rings

ELSIE H. DAWSON, JOAN A. LORR,
and DOROTHY E. SHANK

The three authors were all in the BHNHE laboratories at Beltsville when this study was made. Mrs. Dawson has been food specialist there since 1941. Mrs. Lorr is now a mother and homemaker in Washington, D. C., and Miss Shank is director of experimental kitchens for Harvey and Howe, Inc.

LARGE quantities of fruits, vegetables, meats, and poultry are canned at home each year. In 1944, a total of 3¼ billion containers of food was canned, mostly in glass jars which required an efficient jar ring for making a good seal.

Various methods of measuring the physical and chemical properties of jar rings and the correlation of these measurements with the results of practical canning tests have been investigated by the National Bureau of Standards and the Bureau of Human Nutrition and Home Economics. Taylor, Wheeler, and Benedict (*1*) have already reported some aspects of this investigation and recommend a precise method of measuring variations in jars and tops in order to know how much capacity for indentation a jar ring must have to insure a satisfactory seal.

A major problem was to find a sensitive, practical method of testing the sealing qualities of jar rings of various kinds immediately after canning and also after storage for various lengths of time. In previous investigations on jar rings the BHNHE found that canning of water by the hot-fill method did not clearly differentiate among various products on the market and that the results could not be used in judging the adequacy of the jar rings for general home canning.

Water was then canned by the pressure cooker method and, after being sealed, the jars were cooled in a gentian violet dye bath to determine whether leakage occurred. But because the dye colored the outside of the glass jars, it was necessary to open the jar and remove the contents in order to determine whether leakage had occurred. This interfered with the possibility of storage tests on those jars having good seals. Further work on a method of measuring sealing qualities was therefore undertaken.

Since jar rings should be able to withstand pressure processing conditions and to undergo contact with fatty foods such as meat and poultry, the tests included the canning under 15 pounds pressure of a barium hydroxide solution for direct tests of leakage and of a neutral fatty food mixture for incubation and direct evidence of spoilage resulting from leakage.

Selection of Jars and Tops

The jars and tops were selected for trueness of the sealing surfaces to avoid failures caused by irregularities and variations in the jars and tops rather than by the quality of the rings. Selection of procelain-lined zinc caps was based on the closeness of fit to the shoulder of the glass jar. Degree of warpage of glass lids and evenness of the jar's sealing surfaces were measured by means of metal gauge rings used in conjunction with a feeler gauge.

Using the rapid method of measuring irregularities described here, the investigators found through a preliminary study that failures were caused by irregularities as low as 0.011 inch (table 1). Therefore, for testing jar rings, only lids with less than 0.010 inch warpage were used with jars that had less than 0.010 inch irregularity of the sealing surface. The maximum irregularity which a ring would have to overcome to make a seal would, then, be less than 0.020 inch.

Closing of Jars

In order that all the jars might be closed with the same amount of force, a sealing device was constructed by the National Bureau of Standards. The sealing torque equivalent to that ordinarily used in home canning was determined by testing the strength of the hands of a large number of women. A torque of 25 inch-pounds was the average used.

When top seals were used, the zinc screw band was tightened, then turned back ¼ of an inch before processing. When shoulder-seal jars were used, the lids were tightened, then turned back ¼ of a turn. After being processed all jars were sealed with a torque of 25 inch-pounds.

TABLE 1

Relationship between warping of glass lids and ability to make a seal*

MAXIMUM WARPING OF GLASS LID	CASES	FAILURES IN TANNIC ACID TEST	APPROXIMATE VACUUM
inches	*number*	*number*	*inches of mercury*
0.0 to 0.002	10	0	26
0.003 to 0.005	10	0	26
0.006 to 0.010	10	0	26
0.011 to 0.021	10	1	24
0.022 to 0.025	10	4	13
0.026 to 0.050	4	3	12

* Top-seal type. All reclaimed-rubber rings cut 12 to the inch were used.

Procedures Used in Jar Ring Testing

1. Eighty half-pint jars were filled with 0.1 per cent solution of barium hydroxide, leaving 1 inch headspace, and were processed for 120 minutes at 250°F in a home-type pressure cooker. They were then sealed and immersed in a 5 per cent tannic acid bath at 178°F. After being cooled to room temperature, the jars were removed from the bath and examined for leakage. The barium hydroxide solution became highly colored when minute quantities of the tannic acid solution leaked into the jars. The outer surface of the glass jar was not discolored by these chemicals as it had been by the gentian violet dye. Consequently it was not necessary to open the jar to determine whether leakage had occurred.

The approximate vacuum was determined on 20 jars containing barium hydroxide solution immediately after the number of "leakers" was recorded. The water displacement method suggested by Fellers, Levine, and Maclinn (*2*) was used.

Since it was evident that jar rings which make a good seal immediately after canning may still permit the infiltration of air and that the seal may not hold, storage tests were included. The metal screw bands were removed before storage when the top-seal type of closure was used. Vacuum measurements were made after 1 and 2 months of storage at room temperature and in some cases, after 6 and 30 months, in groups of 20 jars each.

2. For a bacteriological study, 20 half-pint jars were filled, allowing 1 inch headspace, with a food mixture containing 1 part ground hog liver, 2 parts cream style corn, 1 part distilled water, and 25 ml of melted fat of a type that solidifies at room temperature. The jars were processed for 120 minutes at 250°F in a home-type pressure cooker, and then sealed immediately. They then were immersed in a water bath at 178°F which had been inoculated with a heavy suspension of spores of *Clostridium sporogenes* as prepared from directions of the National Canners' Association.

When the jars had been cooled to room temperature they were removed from the bath and were stored at room temperature for 1 month. Jars which showed spoilage during this period were examined and the data recorded. At the end of 1 month all remaining jars were incubated for 7 days at 98°F. The food in jars with no evidence of spoilage at the end of this incubation period was subcultured in stratified liver broth to determine whether viable spores were present, even though they had not caused spoilage during the short storage time.

Application of the Method

The method was successfully used to determine the sealing qualities of jar rings differing in composition, both of shoulder-seal and top-seal types. Two different companies supplied rings for shoulder-seals cut 14 and 12 to the inch and rings for the top-seal cut 12 and 11 to the inch.

Satisfactory jar rings would maintain a vacuum of about 28 inches for 2 months in storage at room temperature and only slight loss of vacuum after 6 months (table 3). A few jars tested after 30 months' storage retained about 80 per cent of the original vacuum.

With rings of identical composition the vacuum in the shoulder-seal jars was less than in the top-seal type, ranging from 24 to 26 inches. Practically no loss of vacuum, however, was found after 2 months' storage.

TABLE 2

Ability of experimental jar rings to form a seal under conditions simulating home canning

DESCRIPTION OF JAR RING	CUT	FORMATION OF SEAL		BACTERIOLOGICAL TESTS OF GASKET PERFORMANCE	
		Jars tested	Leakers as shown by $Ba(OH)_2$-tannic acid tes	Jars tested	Spoilage
	number per inch	*number*	*number*	*number*	*number*
All reclaimed rubber plus filler					
Company A:					
Shoulder type	12	80	4	24	2
" "	14	80	1	24	2
Top-seal type	11	80	0	20	1
" "	12	80	0	20	0
Company B:					
Shoulder type	12	80	3	24	4
" "	14	80	3	24	1
Top-seal type	12	80	0	20	1
5 per cent crude rubber, reclaimed rubber plus filler					
Company A:					
Shoulder type	12	80	3	24	2
" "	14	80	6	24	3
Top-seal type	11	80	0	20	0
" "	12	80	0	20	0
Company B:					
Shoulder type	12	80	1	24	2
" "	14	80	4	24	1

Under the condition of the barium hydroxide tannic acid test, the shoulder-type seal resulted in a larger number of "leakers" than did the top seal (table 2). Under the more severe conditions of the bacteriological tests a few failures were noted with use of jar rings of the top-seal type and a larger number with the shoulder-seal ring.

Summary

Methods were developed to determine the sealing performance of jar rings under condi-

tions simulating home canning. Two tests for leakage were involved. One was based on method of measuring irregularities of the sealing surfaces of jars and lids was devised.

TABLE 3

Ability of experimental jar rings to hold a seal during storage

DESCRIPTION OF JAR RING	VACUUM IN JARS FORMING PERFECT SEALS* (ESTIMATED AS INCHES OF MERCURY)									
	Day After Processing		After 1 Month in Storage		After 2 Months in Storage		After 6 Months in Storage		After 30 Months in Storage	
	Jars tested	Average vacuum	Jars tested	Average vacuum	Jars tested	Average vacuum	Jars tested	Average vacuum	Jars tested	Average vacuum
	number	*inches*	*number*	*inches*	*number*	*inches*	*number*	*inches*	*number*	*inches*
All reclaimed rubber plus filler										
Company A:										
Shoulder type	19	25.7	17	26.5	19	25.2				
" "	20	25.2	19	25.4	20	24.0				
Top-seal type	20	28.4	20	28.3	20	28.7				
" "	20	28.7	20	28.8	20	28.6	20	26.9	20	23.7
Company B:										
Shoulder type	19	26.6	20	25.5	20	25.9				
" "	20	26.0	19	24.9	18	25.0				
Top-seal type	20	28.0	19	28.5	20	28.7	20	27.9		
5 per cent crude rubber, reclaimed rubber plus filler										
Company A:										
Shoulder type	19	26.0	19	24.8	19	26.3				
" "	17	25.6	20	26.0	20	25.3				
Top-seal type	20	29.5	20	28.5	20	27.8				
" "	20	28.6	20	28.6	20	28.3	20	27.3	20	22.4
Company B:										
Shoulder type	19	25.1	19	26.6	20	25.5				
" "	18	26.1	20	25.4	17	25.3				

* Only those jars which did not show leakage in the barium hydroxide – tannic acid test were used for vacuum determinations. Fewer than 20 tests are reported when leakage developed during the barium hydroxide – tannic acid test or when jars or jar lids broke during processing or storage.

the reaction between barium hydroxide solution within the jars and tannic acid solution in the cooling bath. The other was based on spoilage occurring in a food mixture within the jars after immersion in an inoculated bath. Changes in vacuum within the jars during storage were successfully measured by the water displacement method. A rapid

References

1. TAYLOR, R. H., WHEELER, H. G., and BENEDICT, F. Jar rings for use in home canning; their testing and a proposed specification. Nat'l Bur. Standards Misc. Pub. M181 (1945).
2. FELLERS, C. R., LEVINE, A. S., and MACLINN, W. A. Vacuum-pressure relationships in glass canning jars. Mass. Agr. Expt. Sta. Bull. 341 (1937).

National Conference of Social Work

Reminder: The Conference meets in Buffalo, New York, May 19 to 25.

In Short . . .

Frozen Blueberries: Home Processing and Use

MARY E. KIRKPATRICK
U. S. Bureau of Human Nutrition
and Home Economics

Blueberries, both fresh and frozen, have come into general use following improvement in quality and planting over a larger geographical area. We have evaluated by organoleptic means the effect of scalding of blueberries as a pretreatment in home processing for freezing and the effect of packing in sirup or dry sugar. We have also studied use of frozen blueberries in characteristic recipes.

Palatability of Processed Blueberries

Cultivated blueberries of Scammell and Jersey varieties as well as some seedlings, all of very high quality and selected at the optimum stage of maturity, were used in this study. These blueberries were furnished by the horticultural gardens of the Bureau of Plant Industry, Soils and Agricultural Engineering, Agricultural Research Administration, USDA, Beltsville, Maryland.

The berries were picked in the morning and processed within 4 hours after they reached the laboratory. Some of the berries were frozen whole for dessert use; others were made into puree and frozen. Of the whole berries part were packed without pretreatment; part were scalded in steam for 1 minute. They were packaged in half pound lots in moisture-vapor-resistant containers in the following ways: (1) without sugar, (2) with 40 per cent sucrose sirup, (3) with 1 part dry sugar to 5 parts fruit. The berries were held in storage at 0° F for as long as 8 months.

At regular intervals, the frozen blueberries were removed from storage, thawed in original containers at room temperature (72° F) for 4½ hours, and judged for palatability while they still contained a few ice crystals. Characteristics considered by the tasting panel of 5 judges were: appearance, flavor, tenderness of skin, and firmness of flesh. Basis for judgment was a 5-point scale: 5, very good; 4, good; 3, fair; 2, poor; 1, very poor. Each judge also scored the product for general acceptability.

Steam scalding had a marked effect upon the appearance of the blueberries. Berries thus treated took on a dark blue to purple hue, while the unscalded berries retained the frosty blue color they had when fresh. Unscalded blueberries kept a more natural fresh flavor and retained their characteristic firmness more than scalded ones; the latter showed a tendency to become mushy. The skins of the unscalded berries were judged more tender although only slight differences were noted. That great differences were not found may have been due to the naturally tender skins of the blueberries used.

Blueberries packed in sugar sirup or dry sugar before freezing were superior in all respects regardless of pretreatment to those packed without sugar. Off flavor showed up in the dry sugarless packs with no more than 4 months' storage. The berries packed in 40 per cent sirup maintained a more natural plump appearance and had slightly better flavor than comparable dry sugar packs. Increase in skin toughness was not pronounced in either type of pack although the sirup pack appeared to be least affected in this respect.

Use of Frozen Blueberries

Thawing a half pound package of frozen blueberries requires 8 to 9 hours in a refrigerator, 4 to 5 hours at room temperature, or about an hour if the carton is immersed in cool running water. Like most fruits, blueberries have best flavor and texture if served while still containing a few ice crystals.

Experimental results show that frozen blueberries may be used satisfactorily in cooked desserts, such as puddings, and in baked prod-

ucts, such as griddle cakes, muffins, pies, and quick loaf cakes. The texture of the product is improved if the liquid in the recipe is decreased slightly to compensate for the juice of the berries. They may be used without being thawed when frozen in a loose pack or thawed only enough to separate individual berries if frozen in a solid block. Dredging the hard frozen blueberries lightly with flour and adding to other ingredients at the last of the mixing process gives a plumper berry and prevents discoloration of the baked product.

For blueberry puree, fully ripened blueberries can be pressed through a fine sieve, blended with sugar, frozen, and stored at 0° F. No preliminary scalding of the berries is necessary. Sweetened before freezing, blueberry puree can be kept satisfactorily in the frozen state for several months. The fresh flavor is well maintained. Presweetened frozen blueberry puree is satisfactory for making ice cream, frozen sherbets, and Velva Fruit.[1]

Back to the Colors

JANET CAMERON
Virginia Extension Service

"Call back to the colors leaders in community food preservation, to put community canneries on a maximum working basis," was the appeal of one of the committees at the national garden conference, which was held March 26 to 28 at the U. S. Department of Agriculture in Washington, D. C.

The five other recommendations of the committee on conservation and use of food for home, community, and famine relief were for community leaders to *stress sound methods of canning and freezing* in order to prevent loss of nutritive values and waste of food through spoilage; to *set up community, state, and federal clearing agencies* for exchange of ideas on promotion of the food preservation program; to *mobilize the community for preservation of food for school lunches* and charitable institutions through maximum use of gardens and orchards; to *get volunteers to donate time and materials for canning food for relief* shipment abroad by UNRRA and other agencies; and to *utilize all media of publicity* to dramatize the need for preservation of food.

The committee also urged that families preserve and store food for most of the family's needs, using the best scientific methods; get canning supplies early; and stretch limited sugar supplies.

[1] A.I.S.-22 USDA, "Making Velva Fruit at Home."

AHEA Textile Scholarships

DOROTHY HOUGHTON
Teachers College, Columbia University

The Philadelphia Textile Institute scholarships for home economics students set up in 1942 by the AHEA's division of textiles and clothing in co-operation with the PTI will not be available for 1946–47.

Dean Richard Cox of the PTI regretfully announces that the heavy enrollment of students for the regular course makes it impossible for the staff to give the needed time to the special curriculum that was planned especially for the home economics students. He hopes that this special training in textiles will soon be available again at PTI.

This year five home economics graduates are enrolled at the PTI: Cleone Campbell, Utah State Agricultural College; Jane Gibson, University of Alabama; Ruth Holmes, University of Vermont; Helen Moseley, Russell Sage College; and Helen Wellington, Iowa State College.

Martha Jungerman, one of the three scholarship students at the Institute in 1942–43, became a member of the PTI faculty last September, after two years of work at the experimental laboratory of the American Viscose Corporation, Marcus Hook, Pennsylvania.

It's a Good Idea! . . .

What device or project have you found successful in teaching? Write us about it so that we can pass it on to others through this department. Don't be bashful about reporting it! If it was effective with your class it will probably be equally effective with other groups, though it might have to be modified to meet somewhat different needs.

We may have to condense your report, by the way, or use only one part of it, especially if some other contribution, already in press, presents a similar idea.—THE EDITOR.

Weighty Subject

Teacher: MRS. PENELOPE BURTIS RICE, University of Nevada

An upperclass committee of home economics majors put on a clever program for freshman women concerned with their weight. In the room where the program was presented, actual food in 100 calorie portions and other pertinent materials were displayed. Response was enthusiastic, and a follow-up program is planned for girls who really need to lose or gain.

Each of the freshmen attending was given a mimeographed page illustrated with an amusing drawing, giving weights considered desirable for a given height and age, but warning that 10 to 15 per cent should be allowed differences in bony structure and that "Only 100 calories more than you need each day will add about 10 pounds in one year."

The second page suggested meals for gaining or reducing under the heading: "1946 Food Fashions which will be worn by average up-to-date U of N coeds." "Alterations made to suit customer at no extra charge" were promised. "Wear the level which fits" headed the three different calorie columns. "Accessories" were to be protein, mineral, and vitamin foods.

Parting shot was, "Other accessories necessary to a complete outfit for the Lady in Weighting: A *plan* to reduce or gain, *determination* to stick it out *without being a bore* to friends, sleep, fun, outdoor activity, plenty of water inside and out, medical care if needed." Mrs. Rice was the "commentator" in the program.

The Show Must Go On

Teacher: MARGARET STUART, Maple Rapids, Michigan.

On February 1 of last year, our village of 625 persons was stunned by a fire which destroyed the main structure of the village high school. As the fire burned steadily through the early morning hours, the home economics club members wrestled with a serious problem: What should they do about the chicken dinner which they had planned to serve that very night?

The affair had been well advertised, and many preparations had already been made. Part of the home economics equipment and some of the prepared food had been saved. Now the girls wanted more than ever to give that dinner—they needed the proceeds for their new temporary homemaking department.

Women of the community volunteered their help, and a church offered its kitchen. Handbills telling of the girls' determination to carry on were distributed as soon as they could be rushed out by the printer.

People came to that dinner from miles around, and the club served a record crowd.

The community was backing to the limit the school, which had an average enrollment of 250 pupils. The dinner was a wonderful morale booster for the community.

Criticism. . . to Judgment Day

Teacher: HELEN ANDERSON, Parshall, North Dakota

A run-down homemaking department has motivated our unit in house planning and home management this spring. The first class period was *criticism day*, during which the girls examined critically everything in the

room and listed things needing attention, among them the lack of table linen, curtains and sewing machine scarves that did not harmonize with the room's color scheme, the inadequate supply of glassware, too small a fitting mirror.

Then came *improvement days.* The class was divided into groups of two or three girls each to concentrate upon some one area of work. One of these days was dubbed *research day* on which the groups consulted books, magazines, and bulletins for guidance as to purchases and room arrangement. Two class periods were needed for field trips to examine articles to be purchased. Each group made its decision as to desirable purchases or work to be done and presented plans to the entire class to get the go-ahead signal.

The last day of the unit will be *judgment day* when completed projects will be evaluated by students and teachers. A tea and open house will make a fitting climax to the unit.

What Mother Does

Teacher: FRANCES LARSEN, Moscow, Idaho

The homemaking students had been accustomed to "taking cooking or sewing" and were not interested in studying any other phase of homemaking. To help them see what is involved in the art of homemaking I asked them to list all the activities carried on by their mothers at home. The girls were amazed at the length and variety of the list and needed no further proof that we should study more than the two traditional subjects.

Prepared Mixes

Teacher: ALICE M. HOFFMAN, Sunnyside, Washington

This year our seniors, who had already had three years of home economics, enjoyed comparing packaged mixes with products made with a standard recipe—in cost, quality, and flavor. Included in the study were cookies, cakes, pie pastries, muffins, and biscuits and also pudding and ice cream mixes. They also compared frozen with canned foods.

News from the Cottage

Teacher: GRACE HESTON, Stanton, Nebraska

"News from the Homemaking Cottage" is the title of a column written each week by homemaking students for the Stanton *Register.* About three of these reporters get "by-lines" in each issue. They give readers suggestions for improving human relations, an occasional recipe, news as to what the classes and individual students are doing, nutrition information... and materials gleaned from the JOURNAL OF HOME ECONOMICS!

Among writers who have "rated" column attention are Leone Heuer, whose article "Fabric Forecast" appeared in the JOURNAL'S February issue, and Arnold Baragar, whose "Postwar Equipment" was in the January number. Each supplied information which made up about six column inches in the school news section.

Stanton's homemaking work is carried on in an attractive little cottage where the University students do their student teaching.

Painted Weeds: $1

Teacher: CECELIA ZINE, Enderlin, North Dakota

Our seventh and eighth grade home economics classes gathered decorative weeds last fall on a nature study tour, painted them, arranged them in artistic bouquets, and sold them for $1 each to raise money to buy a coffee table for our home economics room.

Quick Freezing

Teacher: LOLA M. SPRINGFIELD, Spaulding High School, Rochester, New Hampshire

Our food laboratory classes had some thrilling educational experiences as a result of the local freezing plant's presenting us with a locker. We prepared peaches, beans, corn on the cob, and berries for the locker and each experiment was successful. Our headmaster declared that the shortcakes which we made with the peaches were the best he had ever eaten! We plan to do much more quick freezing next year.

Comment . . .

SOS Number 2

Remember that "SOS from Greece" published in the November 1945 issue of the JOURNAL? It was an appeal from Mrs. Marianthe Demetriades (BS, 1919, Simmons College) for the Charocopos School in Athens, the only school in that country in which home economics education is given.

It desperately needs the help of the AHEA and of individual home economists in reorganizing and expanding home economics work.

Colonel Lubbock's Testimony

Now we have the testimony of Col. Michael R. Lubbock, British deputy chief of the UNRRA Greek Mission, who in a visit to AHEA headquarters said:

> While Greece has many fine technicians in the health field, there has been a notable lack of home economics experts, particularly nutritionists and dietitians. Nutritionists (mostly imported) on the UNRRA Greek Mission have helped materially to use to the best possible advantage the ration issued to the general population from UNRRA imports. In working out diets for the hospitals and children's institutes and for the midday supplementary feeding for children between 5 and 14 years old they have extracted the last possible ounce of benefit from available food resources.
>
> But one has always to bear in mind the need for ensuring that the Greeks will be able to carry on when their foreign friends finally leave. There must be some school at which personnel can be trained to continue the different activities.
>
> The staff at the Charocopos School are gallantly carrying on, but they are greatly handicapped by lack of necessary facilities. They need help in repairing the building and getting new equipment. They also need to send to the USA over the next four years some 12 girls to be trained in home economics to meet the country's need.

As was pointed out in last month's issue of the JOURNAL, Poland's only College of Home Economics also needs our aid. So do schools in many other nations.

Shamefacedly, We Confess

Yet shamefacedly we must confess that these appeals come when contributions to the AHEA's foreign scholarship fund are at extremely low ebb. Since August 1, 1945, only $191.37 has come in to make possible home economics education for girls of other lands.

Traditionally, the student clubs have financed this program, and the high school groups, numerically the largest, have contributed the most. Now while the high school clubs are concentrating on their new organization the *college* clubs (with Omicron Nu) carry the program alone. They and the home economics faculties to which they look for inspiration and help must rise to the emergency if this vital program is to be continued.

This year four young women are beneficiaries of the clubs' work of other years: Margarida Lee Davis of Brazil (holder of one of the two Omicron Nu awards), now at the University of Nebraska; Ho-I Pai of China, at Kansas State College; Pramila Pandit of India, at Oregon State College; and Bluebell Reade of India, at the University of California, Berkeley. Two other young women have received awards but as yet have been unable to reach this country: Jui-fang K'uang of China and Zarina Soule of India.

These four bring to 34 the number of foreign students whose home economics education has been made possible in the last 15 years mainly by funds from our clubs and the 21 colleges and universities at which they have studied. (For each scholarship the AHEA, mainly through its clubs, contributes $300; the school at which the girl studies gives another $300.) Most of these young women are now back in their homelands, where their contribution to the welfare of their fellow citizens has been immeasurably enriched by their training here.

Now when practically every nation but our own has been impoverished by a long war, there is need not merely for continuance but rather for expansion of this work.

Progress Report

Gladys Branegan of the Ohio State University and Mary Barber of Battle Creek, Michigan, will conduct a lively program on recruitment Monday morning at the first general session of the AHEA's convention June 24 to 27 in Cleveland. Recruiting "through a job well done" will be discussed by Thora Hegstad of Chicago, speaking for the business group; Mrs. Lois Harvey Miller of Jamestown, North Dakota, for the teachers; and by others. Students will point out how the 4-H clubs, the college clubs, and the Future Homemakers of America serve indirectly as recruiting agencies.

Ruth Leverton of the University of Nebraska will point out recruitment opportunities through participation in research.

Since the AHEA has long been recognized as a leader in the field of consumer education, the Tuesday night session will be dedicated to that subject. Mrs. Chase Going Woodhouse, Congresswoman from Connecticut and once chief of the family economics division of the BHNHE, will be one of the speakers. Another will be Deane G. Carter, professor of farm structures at the University of Illinois and one of those responsible for the excellent series of circulars being issued by the Small Homes Council of the University. The third speaker will be Ruth O'Brien, who will report on the AHEA's Consumer Speaks project.

A representative of the Food and Agriculture Organization, first of the international agencies set up since the ending of the war, will be the evening speaker on June 26. Margaret M. Justin of Kansas State College will follow with a talk on duties springing from world conditions.

Changes in Constitution, By-laws

Among business matters to be taken up at the convention will be proposed changes in the AHEA constitution and by-laws. Every member is asked to refer to the September 1945 JOURNAL, pages 463 to 465, in order to study these suggested changes and be ready to vote upon them. All attending may also vote on the legislative program presented in the next column—and offer additions from the floor.

Legislative Program

Throughout 1946–47 the Association will support the following:

1. Appropriations to enable the BHNHE to develop its program
2. Activities of other federal agencies which bear directly on family welfare or on the field of home economics: the Women's Bureau; the Children's Bureau; the U.S. Office of Education, especially the home economics education service; experiment station research in home economics; extension service in home economics; the home management program of the Farm Security Administration
3. Programs for consumer protection in such government agencies as the Food and Drug Administration, the Federal Trade Commission, the antitrust division of the Department of Justice
4. Legislation to protect children and safeguard maternal health and to secure for families adequate medical and hospital care
5. Legislation to provide a nutritionally adequate school lunch which will be an integral part of the educational program
6. Legislation to increase efficiency in the buying of consumer goods
7. Legislation to prevent increases in the cost of living and insure fair distribution of scarce commodities
8. Legislation to extend present social security benefits to families not now covered and to extend coverage to risks not now included
9. Legislation to equalize educational opportunities in all parts of the nation through federal aid and to make home economics education more widely available
10. Legislation to reduce the cost of housing; to put decent, sanitary homes within the reach of lower income groups; and to carry on research in housing

Each AHEA member is asked to study this tentative legislative program offered by the national legislative committee and to be prepared to vote upon it at the annual meeting in Cleveland next June. If she cannot attend the business meeting at which this program will be voted upon, she can notify the president of her state home economics association, or others who will be attending, of her own convictions as to this program.

From the Editor's Basket . . .

Were I Sir Oracle, I would predict that the *Handbook of Food Preparation,* written by a committee of AHEA members, would soon become a veritable food preparation Bible, owned by every student in most college food preparation classes. Elsie Dawson, food specialist of the BHNHE, was chairman of the committee of 14 who completely revised and greatly expanded the publication first brought out by the AHEA in 1936.

Inside its gay red checked cover are purchasing guides (servings per pound), tables of weights and measures (grams and ounces per cup), definitions and statements of standards (not in the heavy legalistic phraseology of government publications), the latest word as to abbreviations, basic formulas, equivalent substitutions, and much other needed information. Order from AHEA, 620 Mills Building, Washington 6, D. C. Price 50 cents.

Have you a foreign student on your campus? Then do get for him or her "Meet the USA: Handbook for Foreign Students in the United States." As Stephen Duggan says in the foreword, "This is a remarkable book." It was written originally in Chinese by a young Chinese student who spent 10 years in the USA and is now teaching at the University of Washington.

It is "a searching analysis of American culture" suffused by "enthusiasm for the American dream" and gives the student an excellent idea of the place of such institutions as the Christian church and the labor union in our civilization. Order from Institute of International Education, 2 West 45th Street, New York 19, N. Y. Price 50 cents; 25 cents for students.

Cash sales in department stores just before V-J Day reached a high of 66 per cent, according to a *New York Times* writer. Before the war, many stores averaged around 40 per cent. The trend now is for charge sales to mount, partly because of efforts of merchants to revive inactive charge accounts and open new ones, as devices to bind the customer to the store . . . . Nine of every 10 buyers of work clothes read the labels in the garments they buy, according to a survey made by the Pepperell Company. . . . These are among the news items found in the March 1946 issue of NCRC News." If you've never seen one of these four-page news sheets, do send for one. Write National Consumer-Retailer Council, Inc., 8 West 40th Street, New York 18, N. Y. Free.

"The ABC's of Public Relations for Recreation" is an 85-cent booklet published by the National Recreation Association, 315 Fourth Avenue, New York 10, New York. Attractive, readable. Tips given here would be equally useful in any other local campaign.

Venereal disease has been mounting in both the Army and the Navy since V-E Day and probably in the civilian population as well. Law enforcement has been relaxed in many communities. Unless the courts, police, health and welfare agencies, and professional groups work together conditions most certainly will worsen. If you would like materials for educational work in that area write the American Social Hygiene Association, 1790 Broadway, New York 19, N. Y.

"The primary objective of the nations united in the Food and Agriculture Organization is to raise levels of nutrition throughout the world, to ensure not only that all peoples are freed from the danger of starvation and famine but that they obtain the kind of diet essential for health."

So reads the introduction to one section of the "Report of the First Session of the [FAO] Conference," held last fall in Quebec City. Every person working in the field of food and nutrition will want to see where nutritionists can make their influence felt in the FAO—not yield leadership through inertia to the biochemists. Limited number of copies free. FAO, 2000 Massachusetts Avenue, N.W., Washington, D. C.

The median value of all owner-occupied farm houses in 1940 was $1,028. In the North it was $1,450; in the West $1,084; and in the South only $600. One-fourth of all rural farm dwellings had three rooms or less. Disease, illiteracy, psychoneuroses are among the results of poor housing here as in urban centers where the need has been much more widely publicized.

To tackle the rural housing of their own state, the Committee for Kentucky secured the co-operation of the University of Kentucky and the Na-

tional Committee on Housing, Inc., for a conference on housing last May. Proceedings of that conference would make an excellent pattern for leaders in other states. You can get the report, "Farm Housing—a Case Study" for $1 by writing to the National Committee on Housing, Inc., 512 Fifth Avenue, New York City 18.

Want to help get rid of your city's slums? Good documentary films are eloquent advocates of the cause, and a goodly number are now available "for free." They picture before and after conditions in cities throughout the nation, among them New Orleans, New Haven, Atlanta, Chicago. Write to National Housing Agency, Washington 25, D. C., for a bibliography of "Films on Housing and Related Subjects."

Other free materials available from NHA: "Selected List of References on Housing for Negroes," "Bibliography on Public Housing and Related Subjects for the Use of Teachers and Students," "Low Rent Housing." That last one, a folder, would be excellent to distribute at a community session: $2.50 for 100, Superintendent of Documents, Washington 25, D. C.

If you want a detailed guide for a better-breakfast campaign you can find no better one than "A Community Project Report on the Better Breakfast Campaign of Bridgeport, Connecticut." It's complete even to photographs and news stories used in publicity, exhibits, posters. You'd have to make adjustments for a campaign now, of course, in line with today's urgent need for cutting down American consumption of wheat products and fats. You can get it free by writing Cereal Institute, Inc., 135 South LaSalle Street, Chicago.

"One World or None" is the most effective, interesting, and authoritative collection of statements on the dilemma posed by the atomic bomb which has yet found its way into "The Editor's Basket." Attractive in format, moving in its sincerity and clarity. Among contributors: Harlow Shapley, Harold Urey, Walter Lippmann. A 96-page publication. $1, McGraw-Hill Book Company, Inc.

Have you seen the Handbook of the California Home Economics Association? Officers of other state associations will be impressed by this excellent 28-page guide book for state officers. In it are outlined duties for each officer as prescribed by the AHEA and by the CHEA, *suggested* duties, guidance for council meetings, an outline for annual reports, a calendar for the year, an induction ceremony for college graduates, and tips for the publicity chairman and for speakers.

Speedy return to civilian life of doctors, dentists, and other scientists not now used at their maximum in the armed services, increases in salaries of teachers and librarians, a wider state scholarship and subsidy system for selecting and training young people for science and the professions were among the forthright recommendations made in New York City at the January 11 and 12 national conference of the professions, the sciences, the arts, and white collar fields.

Home economists need to keep informed on what their colleagues are doing to help improve conditions in their field and to insure a steady supply of recruits and would be interested in the 25-page report of the session. It's 15 cents. Order from the National Council of Scientific, Professional, Art and White Collar Organizations, 10th Floor, 1860 Broadway, New York City 23.

"Safer Home Living: A Handbook for Home Economics Teachers" is an excellent, 48-page, 50-cent publication of the National Safety Council, 20 North Wacker Drive, Chicago. Ask for a kit of free materials, too. The School and College Division has a fistful of clever but pointed and helpful leaflets and booklets—the type to appeal to high school and college youth.

"Bread & Butter" is a weekly 4-page news sheet published by Consumers Union (17 Union Square, New York) and sold for $1 a year. You might find it useful as a vigorous statement of various consumer problems.

Typical is the March 23 number. Among its news stories is " 'Bulge' or Breakthrough?" which severely criticizes the OPA for yielding to industry pressure and permitting "intolerable" increases in prices of clothing and autos; "Voice of the People," which reports Elmo Roper's poll indicating that only 38 per cent of the people believe that the building industry can solve the housing problem without government aid; and "Inventory Hoarding," which briefs the *Journal of Commerce's* comments on industrial hoarding of materials and supplies. You might write Consumers Union for a sample copy.

Association Business . . .

Colleges and Universities Department

Home economics in institutions of higher learning is a challenge to clear thinking and co-operative action in the new era ahead. Much can be done by the AHEA's department of colleges and universities to meet that challenge. Our program of work for the year is well under way and some valuable studies are being made.

A study by the committee on needs and trends in home economics, of which Effie Raitt was chairman, was completed before her death last December and will be published in the June JOURNAL. Committee findings and suggestions should be helpful in future planning.

Home economics departments in colleges and universities are in a strategic position to render a valuable educational service to women veterans and to the families of men veterans returning to college under the "GI bill of rights." Olga Brucher has sent a questionnaire to 158 colleges and universities to ascertain what adjustments are being made in curricula, prerequisites, and schedules to meet the needs of these groups and hopes to report findings at the June meeting.

College Entrance, Foreign Students....

Many women's colleges neither accept high school home economics credits for entrance nor provide opportunities for training in home economics. Some other colleges and universities classify home economics with subjects of secondary importance for college entrance, thus stigmatizing the subject for high school students who expect to go to college. Evalyn Bergstrand is continuing her study of this situation and will have an interesting report.

Foreign students are coming to this country for college work in increasing numbers. China alone expects to send 1000 students to the USA next summer. A marked increase in Latin-American students is found especially in the southern colleges and universities. Home economics will have its share of these foreign students. Ava Milam is chairman of a committee to study ways of helping diverse cultural and racial groups adjust to life in our colleges and universities.

Administrators are greatly concerned over the dearth of adequately trained people to teach graduate courses in home economics, to direct graduate research, and to carry out research projects. Our department is working with the research department to analyze the causes of this situation as well as ways of recruiting and training promising young home economists for graduate teaching and research positions.

Building Projects, Consumer Education

Many schools now have extensive expansion programs for home economics under way, and some are planning to remodel or build new home economics buildings. Building for the future in a rapidly changing society and for an expanding philosophy of education demands, indeed, a fusion of vision and realism. Our department hopes to assemble data and suggestions for those desiring such help. Some time will probably be devoted to this problem at the Cleveland meeting.

Jessie V. Coles is compiling for the May issue of the Consumer Education Service reports of consumer education being carried on by home economists in colleges and universities—a valuable contribution from our department.

Many state home economics associations have had no department or section for college and university home economists. Vivian Roberts, therefore, is undertaking a study of how state associations can organize the college and university groups as a means of better implementing the AHEA program.

She is also studying how new members of the AHEA can be inducted into creative participation in their state and national association's program of work.

Our department has several valuable studies under way and has representation on several divisions but has been unable to undertake all of the studies outlined last summer in our program of work. Some of these may be possible next year, when and if the pressure of work eases up for some of the members of the department.—BESS HEFLIN, *Chairman.*

Candidates for AHEA Offices

The AHEA's constitution declares that national officers shall be elected at the annual meeting by the AHEA Council, which is made up of the president and one councilor from each state home economics association, the regional councilors, the chairmen of divisions and departments, past presidents, and elected and salaried officers of the AHEA. This year a vice-president, a treasurer, and five members of a nominating committee are to be elected by this Council.

Rules for Voting

In order to have their votes reflect the wishes of the membership, state presidents and councilors are asked to get the opinion of as many members as possible in their state. And because these state officers are busy professional persons, each rank and file member who has convictions as to candidates is asked to let these officers know about them.

Each rank and file member may vote *directly* for officers of one division and one department, however, if she attends the business sessions of these AHEA subdivisions at the annual meeting. If she cannot attend, she can transmit her wishes to those who do—though no constitutional provision has been made for voting by proxy or by letter.

This year each division is to elect a secretary and a chairman-elect and each department a vice-chairman. One of our departments—home economics in business—has already conducted its elections, however, polling its members by mail. Names of officers elected thus have not yet been reported. The departments of colleges and universities and college clubs have as yet submitted no slate. We hope to be able to publish their slates in our June issue.

Vice-President

CLARIBEL NYE—State home demonstration leader, University of California, Berkeley 4

JENNIE ROWNTREE—Prof. of home econ., University of Washington

Treasurer

MARIE MOUNT—Dean, College of Home Econ., University of Maryland

EDNA VAN HORN—Assoc. prof. of household admin., Oregon State College

Nominating Committee

BERTHA AKIN—Chief, bur. of homemaking educ., Dept. of Educ., Sacramento, California—*Pacific Region*

FLORENCE BLAZIER—School of Educ., Oregon State College—*Inland Empire Region*

CLARA BROWN—Prof. of home econ. educ., University of Minnesota—*Central Region*

HELEN LEBARON—State superv. of homemaking educ., University of Vermont—*New England Region*

JESSIE MCQUEEN—Director of home service, American Gas Association, 420 Lexington Ave., New York 17, New York—*Eastern Region*

CLARA TUCKER—Head of home econ., Louisiana State University—*Southern Region*

KATHERINE TUCKER—Superv. of home econ., Topeka Public Schools, Topeka, Kansas—*West Central Region*

MARIE DYE (*Chairman*)
ELOISE DAVISON MRS. KATE W. KINYON
ETHELWYN DODSON HELEN STACEY

Divisions

Art

Chairman-elect

CLARA DODSON, asst. prof. of art, Rhode Island State College

Secretary

ELSA KOSKINEN, teacher, Wayne University

Family Economics

Chairman-elect

MARGARET LISTON—Asst. prof. of home econ., University of Nebraska

DAY MONROE—Acting prof. of home econ., University of Washington

Secretary

ELIN ANDERSON—Consultant, rural health and medical services, Farm Foundation, Chicago

DOROTHY GREEY—Instr. of home mgt. and child development, Michigan State College

Family Relations and Child Development

Chairman-elect

RUTH CONNOR—Prof. of home econ. and child development, Florida State College for Women

Secretary

MARJORIE ARMSTRONG—Asst. prof. of home econ., Mississippi State College for Women

Food and Nutrition

Chairman-elect

GRACE EVA DONELSON—Chm. div. of food & nutr., Ohio State University

RUTH M. LEVERTON—Assoc. prof. of human nutr. research, University of Nebraska

Secretary

FAITH FENTON—Prof. of food and nutr., Cornell University

GRACE STEININGER—Assoc. prof. of food and nutr., Cornell University

Housing

Chairman

PAULINE GORDON—Exten. specialist in home mgt. and household furnishings, North Carolina State College

GRACE MORIN—In charge of housing research, Cornell University

Secretary

DAISY DAVIS—Chm., household equip. div., Ohio State University

VERA ELLITHORPE—Exten. specialist in home mgt., Kansas State College

Textiles and Clothing

Chairman-elect

ELSIE FROST—Assoc. prof., dept. of textiles and clothing, Cornell University

Secretary

ELIZABETH KELLY—Asst. prof. of home econ., University of Delaware

Departments

Elementary and Secondary Schools

Vice-Chairman

FLORENCE ADOLPH—Asst. prof. of home econ. educ., Iowa State College

ROSE WANEK—State superv. of home econ. educ., Lincoln, Nebraska

Extension

Vice-chairman

MARY LOUISE CHASE—Asst. prof. of home econ. exten., University of Illinois

MARGARET B. HARRIS—Asst. state home demonstration leader, Michigan State College

Home Economics in Institution Administration

Vice-chairman

MARY E. LYONS—University of Alabama.

CONSTANCE C. HART—Dir. of cafeterias, Board of Education, Rochester, New York.

Homemaking

Vice-chairman

MRS. LAVERNE BRINDLEY—Moscow, Idaho

Research

Vice-chairman

ERCEL EPPRIGHT—Head, dept. of foods and nutr., Iowa State College

MARGARET OHLSON—Head, dept. of foods and nutr., Michigan State College

Social Welfare and Public Health

Vice-chairman

BERTLYN BOSLEY, nutritionist, maternal and child health services, State Department of Health, Raleigh, North Carolina

New Books . . .

The World's Hunger. By FRANK A. PEARSON and FLOYD A. HARPER. Ithaca, New York: Cornell University Press, 1945, 90 pp., $1.50.

This brief book, designed for the layman, presents in clear, concise form the fundamentals involved in the production of food on a world wide scale. The second and the last chapters deal with the economics of food trade and population problems. The rest of the book is devoted to an analysis of the requirements for food production in terms of suitable land, temperature, and rainfall. The authors point out that the possibilities of large increases in the world food supply or in the standard of living of all peoples are not possible with the reserves of land suitable for increased food production.

In the light of the developments of the past months, it is apparent that the estimates made of food stocks in Europe in the immediate postwar period failed to evaluate the tremendous destruction of supplies during the closing days of the war. However, the basic imbalance in Europe between a rising standard of living, agriculture, and industry which results in the type of unrest leading to war is clearly stated.—MARGARET OHLSON, *Michigan State College.*

Cooking with a Foreign Flavor. By FLORENCE LA GANKE HARRIS. New York: M. Barrows and Company, Inc., 1946, 319 pp., $2.

Of the 350 recipes included in this fascinating cookbook, the majority do indeed require spices, flavoring, or other seasonings, carefully measured and deftly added to give a real flavor treat.

A calendar is given of holidays and foods prepared in different countries on these days. Directions for the use of many herbs, spices, and extracts precede the formal compilation of recipes.

The presentation is attractive and makes each recipe easy to use. Ingredients required are listed in heavy type; oven temperature and time are specifically noted; and steps in procedure are given in numerical order.

Recipes such as these are helpful to the beginner who is timid about the use of herbs and spices as well as being a challenge to the more venturesome in flavor cookery. Inclusion of recipes for baked potatoes, popovers, lemon sherbet, custard pie, and the like make this a useful all-round cookbook. Suggestions for interesting menus are frequently given in conjunction with recipes.—MARY E. KIRKPATRICK, *U. S. Bureau of Human Nutrition and Home Economics.*

Helping Teachers Understand Children. By THE STAFF OF THE DIVISION ON CHILD DEVELOPMENT AND TEACHER PERSONNEL, A.C.E., Washington, D. C.: American Council on Education, 1945, 468 pp., $3.50.

As a result of an extensive study which involved research specialists, professors of psychology and education, directors of student teaching, school psychologists and directors of curriculum, advisers on teacher education, classroom teachers, and others this book was published.

It presents interestingly evidence that "in service" teachers do not fully understand children with whom they work and emphasizes the responsibilities of people who are engaged in teacher education. These writers do not in any way "belittle" the efforts of teachers, for they are convinced that the majority do the best they can for their students in view of their own preparation.

This study reveals growth in knowledge, skills, attitudes, and values relating to human development and behavior evident in the teachers who shared in it as it progressed.

These teachers are anxious to continue their work as they feel it has just begun.

The procedures used in this study are simple and practical enough to appeal to any teacher.—DOROTHY PATNALES, *Wayne University.*

Elementary Costume Illustration. By RUTH AUSTIN. New York: McGraw-Hill Book Company, 1945, 170 pp., $2.25.

I was fortunate enough to get this book just as I started a new class in elementary dress design; consequently, I could give it a practical test, and I found it very helpful with students who have no previous knowledge of how to draw a dress.

The basic fashion figure has been so simplified that the beginner with little natural skill can produce a creditable fashion sketch. The resulting figure is neither an extreme manikin nor so close to human proportions that it looks unattractive. Stick figures and scribble figures are suggested as means of adding movement and variety to the

fashion figure. The drawing of pattern materials in clothing and mediums for costume illustration are briefly but helpfully discussed.

A great deal of space is devoted to the drawing of the dress. This section is more complete than in any other similar book of which I know. These chapters have such headings as: Types of Fullness, Necklines and Collars, Waists, Sleeves, Skirts, Coats and Jackets, Accessories. The illustrations are clear and simple and have avoided being so related to the fashion of the moment that they will seem out of date in a short time. The relationship between the basic pattern of a dress and its sketching is clearly shown and should be an aid in designing.

This book offers a simple and concise treatment of a rather complicated subject and will be most useful to anyone trying to put ideas about clothes on paper.—SARA C. BROOKS, *University of Texas.*

The History of Home Economics. By HAZEL T. CRAIG. New York: Practical Home Economics, 1945, 48 pp., $1.50.

Since a rapidly changing world calls for review of the ideas underlying various fields of education, this 48-page history of the home economics movement is brief but timely. It consists largely of a compilation of articles by Mrs. Hazel Thompson Craig that appeared during recent months in *Practical Home Economics.*

The frontispiece carries a photograph of Mrs. Ellen H. Richards and a brief biography in which are quoted some of her sentences regarding the importance of "homes and their right conduct." Then follows an account of the growth of the movement in which the author has recorded what she considers to be the most outstanding events.

She has dealt particularly with organizations, conferences, federal legislation, periodicals, and other publications. The photographs of some of the persons active in the field through the years add greatly to the interest of the publication.

A considerable number of inaccuracies should be corrected before the next edition is printed. In spite of these, the publication is a useful one.—LITA BANE, *University of Illinois.*

The Art of Plain Talk. By RUDOLF FLESCH. New York: Harper and Brothers, Publishers, 1946, 210 pp., $2.50.

It is refreshing to read a book which deals with words, sentences, and rhetoric in such an entertaining manner as does Dr. Flesch's *The Art of Plain Talk.*

Imagine anyone's suggesting that there is glamor in punctuation! Yet the author does exactly that—then proves it!

He offers a practical, usable yardstick for one's own writing and talking—and makes one realize what empty words, what crowded words clutter our conversation, our lectures, our manuscripts—and how live words can be substituted by the simple process of stopping to think. He makes good writing seem so simple—so attainable.

To demonstrate the art of plain talk he uses excerpts from Shakespeare, the Bible, Ernie Pyle's columns—simple and beautiful writings.

He shows that even science can be explained in such a way that it can be fully appreciated by the average layman. The method described is informative and intriguing.

His chapter "Live Words" alone is worth the price of his book, and his last section on "The Future of Plain Talk" is so challenging that the reader is eager to go back and do all of the exercises suggested in the preceding chapters.

It is a book to be recommended to anyone who has to do any type of speaking and writing!—VELMA BEAM, *North Carolina Extension Service.*

Sew It Yourself. By MADELYN GRIGSBY. New York: Chester R. Heck, Inc., 1946, 162 pp., $1.50.

The purpose of this copiously illustrated book is "to make sewing easier by explaining patterns, fittings, and construction processes." The explanations would be more helpful to the person with experience than to the beginner.—ELIZABETH TARPLEY, *University of Texas.*

Decorating Your Home. By KAY PETERSON PARKER. New York: Chester R. Heck, Inc., 1946, 115 pp., $1.50.

Decorating Your Home is a concise discussion of everyday problems met in decorating the home—wall, window and floor treatment, furniture arrangement and furniture selection—considered from artistic and practical standpoints. It follows closely modern decoration trends. Elements of design and color are considered throughout the book and also in special chapters. A brief résumé of furniture periods concludes this small but cleverly written and illustrated book.—ALBERTA DODSON, *University of Texas.*

Abstracts . . .

EDUCATION

Contributed by Lucille Magruder and Margaret Ritchie of the University of Idaho

A check list of institutional policies on guidance, R. HOPPOCK. *School & Soc.* **63**, No. 1624 (Feb. 9, 1946), pp. 100–101.

Ten policies are listed as a means of determining the soundness of a guidance program:

1. Responsibility for guidance can never be assigned entirely to professional staff, as some students always prefer help from favorite professors.
2. Professionally trained guidance workers are essential, as faculty cannot perform all services needed.
3. Guidance services should be based partly on student requests.
4. Faculty advisers should have help from professional guidance staff.
5. It should be recognized that not all problems of all students can be solved.
6. The guidance staff should divide their time between simple problems of normal, well-adjusted students and the serious problem cases.
7. The services of guidance staff should be well defined and clearly understood.
8. To help students to solve their own problems should be the aim of all guidance services.
9. Guidance activities can be effective only if administrative officers, faculty, and students cooperate in planning.
10. Ten per cent of guidance funds and 10 per cent of staff time should be used for evaluation of service.—*M. R.*

Theories of intelligence, L. L. THURSTONE. *Sci. Monthly* **62**, No. 2 (Feb. 1946), pp. 101–112.

Studies of persons to ascertain differences in mental endowment as distinguished from proficiency can be credited to Sir Francis Galton as early as 1885. Later the Binet test was widely used with school children and revealed a reasonably good correspondence between the degree of mental acceleration or retardation of a child and his school progress.

The idea that general intelligence was not a simple general function but rather a complex of many distinct abilities led to the *n* dimensional method of factor analysis. Included in this type of study were tests, representing a wide variety of tasks, which had been used in previous studies of intelligence.

Among the mental abilities which have been identified so far in these factorial studies are: (1) ability to visualize solid objects (space factor); (2) facility in doing simple numerical tasks; (3) the verbal comprehension factor and the word fluency factor, which seem similar but have interesting differences.

People seem to differ in memory quite apart from their other mental abilities. While induction has been accepted as a primary mental ability, deduction has not been identified sufficiently to be represented in psychological tests for school use.

The conclusion of the author is that many primary abilities exist and that underlying them seems to be a central energizing factor.

For practical usefulness, an individual's mental endowment can be described in terms of a profile of all the primary factors known to be significant. In schools, a study of these profiles can help solve many educational problems.

Further investigation is needed if each person is to be recognized as a unique individual, needing unique treatment.—M. R.

What every child and adult should know about race, M. F. A. MONTAGU. *Educ.* **66**, No. 5 (Jan. 1946), pp. 261–266.

The biological facts of racial inheritance have nothing to do with a man's aptitude for successful participation in society.

Man is the most malleable creature on earth. The best and the worst of us are all brothers under the skin. It should be our task, gladly undertaken, to discover a brother human being in every man, no matter what the texture of his hair, the color of his skin, or the shape of his head.—L. M.

Looking at supervision, M. E. SWEARINGEN. *Educ. Leadership* **3**, No. 4 (Feb. 1946), pp. 146–152.

Supervision today is more realistic, more in keeping with democratic ideals and the educational

philosophy which we consider basic to learning. The function of supervision is to implement the instructional program.

If we desire a democratic social order, the supervisor must develop teacher participation and initiative, help teachers to suspend judgment and to work together on problems and policies.

It is only when teachers are fully aware that a sense of social values and consideration of the nature of the learner provide the only sound foundation for an instructional program that they will include in the day-by-day living in the classroom the experiences necessary for the growth of children in a democratic society.

The supervisor's job is to work with teachers and principals on problems in curriculum, teaching personnel, the teaching-learning situation, resources and auxiliary functions of the teacher. Supervision is rooted in the nature of the community or state, and its focal point is the school, which must be constructively critical of established ways and constantly striving for improvement.—L. M.

When principals supervise, H. LEWIS and J. M. LEPS. *Educ. Leadership* 3, No. 4 (Jan. 1946), pp. 160–164.

The historical development of supervision is given. Administrators and supervisors today are ceasing to pass the work down from superintendent to principal to teacher to pupil. Participants in the school system make the policies and plan their execution. Co-ordination of school and community activities is important.

Principles recommended for the guidance of the supervisor: (1) The fundamental tenets of democracy should be used. (2) Workers should have an opportunity for initiative. (3) Reponsibilities assigned should be within human limitations. (4) All workers should help determine policies and make decisions which affect them. (5) Responsibility should be delegated within the framework of a general plan. (6) The worker should be given ample means to obtain the results expected. (7) Efficiency in procedures and means is unimportant unless it contributes to the education and development of the children. (8) Dutjes and responsibilities should not overlap. (9) The capacity of every worker and resource should be utilized. (10) Organization and supervision should provide balance and integration. (11) The common good should govern decisions. (12) Continuity of service and membership as long as service is rendered should be respected.

Honesty, sincerity, integrity, common purposes, and mutual respect are fostered in living by the principles enumerated above. The courageous principal who frees a school to work with him rather than under him will prove the practicality and efficiency of democracy in attaining the ultimate goals of education.—L. M.

Can a supervisory leopard change his spots? H. SPEARS. *Educ. Leadership* 3, No. 4 (Jan. 1946), pp. 152–157.

Most books on supervision of education were published from 1920 to 1933. They ignored human nature and advocated the same supervisory methods for every classroom in every school under all conditions.

Supervision is more needed than ever, but it must accept the following facts: education is no longer merely passing on society's findings and experiences to a new crop of youth; fixed instructional programs are in disrepute; pupil-teacher planning is a definite part of the program. Youth does not learn by reciting back what its elders assign for study. Youth endorses an active concept of learning which revamps classroom procedures to meet needs and incorporates student experiences beyond the classroom.

Teachers need to work out new school programs co-operatively. Supervision is concerned with the improvement of teaching.

The supervisor becomes a helper of teachers, a resource leader. It is usually the inadequate school administrator or supervisor who is worried about whether those who work "under" him will accord him the proper respect.

In the small school the principal is the in-service leader; the campus representative, an adviser.

The establishment of the new supervisory program depends upon the educational point of view of the leaders rather than upon a specific pattern of operation. Supervisory techniques are highly perfected ways of working with people. If the administrative and supervisory staffs cling to yesterday's narrow educational program, then it will be hard for the supervisory leopard to change its spots. If the teaching staff is traditional, only the administration is able to offer vital leadership. —L. M.

FAMILY ECONOMICS

Contributed by Emma G. Holmes, Marie A. Linck, and Jean L. Pennock of the Family Economics Division, U.S. Bureau of Human Nutrition and Home Economics

Filtering down and the elimination of substandard housing, RICHARD U. RATCLIFF. *J. Land & Public Utilities Econ.* **21**, No. 4 (Nov. 1945), pp. 322–330.

It is commonly argued that housing needs of low-income groups can be met by building new homes for higher income groups, whose old houses "filter down" to the lower income level. But factors that induce filtering are varied and complex. Filtering so far has not provided decent housing for low-income groups. New construction has never been sufficient to leave a residue at the bottom, and almost no housing has been retired from use, regardless of its condition or adequacy.

As a short-run remedy for our acute housing problem, filtering is neither easily controlled nor likely to be effective. It will not work unless substandard housing is removed as new housing is built. Once slums are cleared away, filtering probably can maintain housing stocks at a fairly constant quality level, if housing is removed as soon as it becomes substandard and if in-migration of low-income families does not outstrip the filtering process.—E. G. H.

Haunted housing, M. ROSENBLATT. *The Nation* **162**, No. 6 (Feb. 9, 1946), pp. 161–163.

A paradoxical situation exists in housing: demand is so great that it could create a $6,500,000 industry employing 4,500,000 men for 10 years; yet a limping industry produces only a trickle of new building.

The cause of the housing shortage lies largely with the building and real estate business, with techniques still in the handicraft stage, and desire for profit. If the building industry is to escape the disaster that followed the last war, it must avoid inflated costs of building material and construction, inflated prices for houses, early collapse of postwar activity, and an epidemic of mortgage foreclosures. The building boom will be short-lived unless new housing is within the means of the average family.

The real estate lobby in Washington represents speculators in real estate in its fight against price ceilings, rent control, and the Wagner-Ellender-Taft Bill. No pro-housing lobby has been organized. Present policies promise worse housing shortages in 1947 and 1948.

The Kilgore-Mitchell bill proposes to get away from handicraft methods by new materials and volume production, to get homes costing less than $5,000. Such legislation is needed.—E. G. H.

Notes on compulsory sickness insurance legislation in the states, 1939–44, A. STUCKE. *Public Health Repts.* **60**, No. 52 (Dec. 28, 1945), pp. 1551–1564.

In the six years covered by this résumé, 116 bills relating to compulsory sickness insurance were introduced in 14 states and 11 became law. In 1942 Rhode Island enacted a system of cash sickness benefits administered jointly with unemployment compensation. This Act has been amended five times. The other Acts set up commissions to study problems of compulsory hospitalization insurance in Maryland and disability benefits in Massachusetts and New Hampshire.—J. L. P.

Crisis in clothes, C. BOWLES. *Collier's* **117**, No. 3 (Jan. 19, 1946), pp. 14–15, 63–64.

Unnecessary shortages of essential low-priced clothes and rising prices have come from poor planning early in the war. Strong measures now being taken cannot entirely overcome early mistakes. Shortages will continue for much of 1946.

The complexity of the apparel industry complicates the problem. Textiles produced by 3,500 mills are made into a great variety of articles by 18,000 manufacturers. Marketing is handled by 3,400 wholesalers and 200,000 retailers.

Normally manufacturers made a wide variety of price lines, but the big volume was in low- and medium-priced clothing. Larger profits were generally on higher priced goods. Soon after the war began, many manufacturers shifted to the more profitable field because of the great gap between supply and demand; 75 per cent of all women's rayon dresses were made to sell for more than $7.95; 75 per cent of all women's wool suits sold for more than $25.

Six major steps would have prevented the crisis: (1) elimination or sharp reduction of nonessential production, (2) setting up of tight price lines, (3) establishment of quality controls, (4) elimination of constant changes in styles and models of essential garments, (5) required production of necessary quantities of house dresses, children's clothing, and underwear in lower priced ranges, (6) rationing of clothes, in spring of 1943, with high-point values in

higher priced clothing and low-point values on reasonably priced essential garments.

Both government and industry are to blame for not taking those steps. At first WPB concentrated on war equipment and considered civilian needs mainly in total yards of cloth, not in garments available at reasonable prices. OPA took no vigorous action to prevent the shift to high-price lines and was slow in getting out simple dollar-and-cent prices for clothes. Many manufacturers supported government policies, but some leaders refused to do so, declaring that they would go bankrupt, that America would lose its style leadership, that consumers wanted only high-priced garments. Many violated ceiling prices and built a vicious black market in textiles.

But the government made progress in 1945 by: (1) Converter regulations made overfinishing of fabrics less profitable so that more reasonably priced plain fabrics became available. (2) A dollar-and-cent pricing plan was launched to cover essential low- and medium-priced garments. Two flaws exist: quality is not controlled and fewer garments are appearing in the stores than expected. (3) The Maximum Average Price Plan was set up, requiring manufacturers to produce goods at the average of their 1943 price lines.

Much of the industry is now co-operating. Retail trade volume has risen each month. Despite continued attack by some groups, as the National Retail Dry Goods Association, the government is constantly trying to solve the apparel problem.—M. A. L.

Expenditures and savings of city families in 1944, D. S. Brady. *Monthly Labor Rev.* **62**, No. 1 (Jan. 1946), pp. 1–5.

Incomes of urban families reached the highest level in history: a median of $2,700 after taxes were paid. About one-fifth had incomes of less than $1,500 after taxes.

In 1944 it took a $1,950 income, after taxes, for the average city family to "break even" as compared to $1,475 in 1941. Families at the break-even point spent about $733 a year for food; $359 for fuel, light, and refrigeration; $140 for household operation and furnishings; $250 for clothing; $105 for medical care; $119 per year for taxes; and $73 for gifts and welfare—and had no net gain in savings. Insurance and war bonds, when they were bought, were bought by going into debt or drawing on previous savings.

Savings were reported by three-fourths of the families with incomes over $2,000 after taxes, but only those with incomes of $3,000 after taxes averaged 10 per cent of income in savings. War bond holdings of families with incomes below $3,000 apparently furnish little backlog to buy consumer durable goods.

The high incomes of many families came from several members' working. Families with more than one earner ranged from about one-fourth of the total at the $2,500 to $3,000 income level to about two-thirds when income was more than $4,000.

The break-even point for single persons was $1150 after taxes. About a fifth of urban single persons had less income than this.—J. L. P.

Farm family living prospects in 1946, M. G. Reid *et al. Agr. Situation* **29**, No. 11 (Nov. 1945), pp. 41–47.

At the annual outlook conference economists of the USDA predicted the following:

Net farm income will probably drop somewhat from the wartime peak of 1945, but cash available for family living will be nearly as great in 1946. Moreover, they have large amounts of savings to draw on. Home produced and preserved food will still provide most of the farm family's diet although the end of the war will bring some decline. Community canning enterprises, freezer storage, and the school lunch program will increase in importance.

Building materials should be in sufficient supply to permit building and repairing at about the 1939 rate. In the next five years electricity will become available to more than half the families now without it. More families will obtain electricity in 1946 than in any one other year. Pent-up demand for household equipment will long remain unsatisfied. The quantity and quality of clothing should improve.

Educational opportunities for rural youth should improve as the shortage of teachers decreases and buildings and transportation improve. Prospects for improvement of rural health facilities are not good although community action may obtain medical equipment from war surpluses.

The farm population has dropped during the war, particularly in the number of men between 14 and 45 years old. The extent of their return to agriculture will depend in part on the economic level of the nation.—J. L. P.

FOODS

Contributed by Elsie H. Dawson of the Division of Foods and Nutrition, U.S. Bureau of Human Nutrition and Home Economics

Proper preparation of foods speeds freezing, J. E. NICHOLAS. Pa. Sta. Bull. 464, Supp. 2 (1945), pp. 2–3.

Food products go through three phases in freezing: the precooling to the freezing temperature, the freezing, and the subcooling to storage temperature. The first and third phases usually are rather rapid. The freezing is slower since 144 BTU of heat must be removed from each pound of water at freezing or from 110 to 130 BTU per pound of food of varying moisture content.

The freezing rates of fruits and vegetables are affected by the several factors. Large packages and larger products freeze more slowly than do smaller ones. Vegetables freeze more rapidly in dry packs than in brine packs, and fruits packed in sugar or sirup have a lower freezing point than unsweetened fruit. Overloading of a freezer compartment increases the length of time required for freezing.

The freezing rate of meat depends on shape of package, compactness of wrapping, type of wrapper, location of package in the freezer, and the amount of products being frozen at the same time, but particularly on the number of layers of wrapping material. Heavily wrapped meats require two to four hours longer to freeze than similar lightly wrapped cuts.

Soybeans and soybean products in the menu, G. E. VAIL and M. L. SMULL. *J. Am. Dietetic Assoc.* **21**, No. 10 (Dec. 1945), pp. 698–699.

The use of small amounts of soy flour or soy grits in many products, rather than large amounts in a few, is advocated. Ten or 12 per cent of soy flour is acceptable to most people in muffins, cornbread, and other quick breads, except perhaps biscuits. Satisfactory waffles and griddle cakes were obtained with double this proportion of the soy flour. Cookies and gingerbread were among the best media for soy flour. In some cookie recipes as much as 50 per cent wheat flour was replaced by soy flour with excellent results.

Soybeans have many uses: meat extenders, as baked beans, with creole sauce or in casseroles, mashed, chopped, or left whole. They can replace other types of beans in recipes for chili, bean loaf, soufflés, or soups. Cooking them under pressure results in a soft product more easily sieved than one cooked under normal atmospheric conditions.

The high fat content of the soybean is distasteful to some, and though it is not evident as fat there may be an unpleasant aftertaste, one reason for rather high seasoning in soybean recipes.

Correlation of keeping properties of shortenings with keeping quality of biscuits, D. J. MAVEETY. *Oil & Soap* **23**, No. 1 (Jan. 1946), pp. 25–27.

The problem of fat stability in baked goods is different from that of the stability of fats in their original form. The difference is probably associated with both the heat involved in the baking process and with the presence of materials in the flour and other ingredients of the mixture, which influence fat oxidation.

Keeping life of baked products was measured by the Swift stability test. Crackers made with hydrogenated vegetable shortenings keep much longer than those made with lard. A combination of one shortening with a different type improved the keeping quality of some fats, as in adding small quantities of hydrogenated vegetable shortenings to lard. Use of suitable antioxidants or stabilizers may further extend keeping life. Adding 0.15 per cent soy lecithin nearly doubled the keeping life of crackers made with lard.

Increase in quantity of shortening in a baked product shortens keeping life and decreasing quantity extends it. Use of starch to soften a flour gives poorer keeping life; use of sugar, molasses, and spices extends the keeping life.

Other things which may shorten keeping life are traces of copper or iron, overbaking, packing at too high a temperature, type of fat used to grease pans, and absorbent packaging materials.

A comparison of methods of preserving fruit, A. CRAIG, M. CROXALL, D. P. JAMES, and M. STURDY. *Fruit Products J. & Am. Food Mfr.* **25**, No. 5 (Jan. 1946), pp. 143–146+.

A comparison was made of fruits preserved by nine methods of bottling and canning and four methods of making fruit sirup. Apples, blackberries, black currants, cherries, Damsons, gooseberries, loganberries, plums, raspberries, red currants, rhubarb, and strawberries were preserved.

Sterilization of fruit by heat was more reliable than preserving it in the cold with sulfur dioxide. Fruits sterilized by slow heat in water were generally superior in quality to fruits preserved by

other methods in which the water was brought to a boil more quickly. Fruits preserved by the "quick" method and by heating in the oven were more broken and slightly poorer in flavor than the slowly sterilized fruits. The fruit which was preserved in sugar sirup was superior in color and flavor to comparable ones preserved in water.

The pectin and setting quality of the fruit for jam-making was satisfactory in products preserved by the heat methods, but there was a considerable loss of both in the fruits preserved with sulfur dioxide in the cold—more in the soft fruits than in stone fruits and apples.

Fruit sirups made by slowly heating the fruit to extract the juice were preferred to those in which the fruit was softened in the cold with a pectin-decomposing enzyme. The flavor of the heat sterilized sirups was also preferred to those preserved with sulfur dioxide.

Plain butter cakes and baked custards made from spray-dried whole-egg powder, J. E. ARY and R. JORDAN. *Food Research* **10**, No. 6 (Nov.–Dec., 1945), pp. 476–484.

Plain butter cakes and baked custards comparable in desirability to similar products made with fresh eggs can be made with good-quality, spray-dried whole egg powders. No significant differences were observed in the volume, grain, flavor, and general desirability of cakes prepared with fresh eggs or with good-quality whole-egg powder which was incorporated into the cake batter either by reconstituting the egg or by sifting the powder along with the flour and baking powder.

Egg powders having lower solubility indices produced cakes of less volume and poorer eating quality and custards which were less firm and less desirable in flavor than powders having higher solubility indices. Rate of heat penetration in baked custards made with low-solubility egg powders was significantly slower than in custards made with fresh eggs or with powders of higher solubility indices. The poorer flavor of the egg powders of low-solubility indices was more objectionable in custards than in the plain cakes.

Study of quality in Temple oranges, P. L. HARDING and F. M. WADLEY. *Food Research* **10**, No. 6 (Nov.–Dec., 1945), pp. 510-517.

Palatability ratings of Temple oranges show a marked seasonal trend, rising rapidly through the late fall and early winter, reaching a peak in late winter, and dropping a little in early spring. Acidity and solids showed marked seasonal trends, the former decreasing, the latter increasing. The relation between palatability and content of solids seemed more consistent than the palatability-acidity relation, palatability increasing with solids up to about 12½ per cent and dropping with further increase of solids.

Coffee-making equipment, P. B. POTTER and A. H. FULLER. Va. Agr. Expt. Sta. Bull. 367 (1945), 30 pp.

Studies and tests were made of 15 coffee-makers of three different types and of factors involved in the coffee-making process.

Vacuum coffee-makers scored the highest on the beverage produced, gave the highest yield, used the shortest contact time, handled the finest grind of coffee, and produced acceptable temperatures, but required more coffee and were fragile. Percolators produced average coffee, worked best with medium and fine grinds, required less coffee, gave highest temperatures and low yields. *Dripolators scored lowest* in product produced, took longest, gave low yields, required more coffee, would not handle the finer grinds, and were considered the poorest performers.

Comparative tenderness of representative beef muscles, J. M. RAMSBOTTOM, E. J. STRANDINE, and C. H. KOONZ. *Food Research* **10**, No. 6 (Nov.–Dec., 1945), pp. 497–509.

Studies were made on the comparative tenderness of 25 representative muscles from three "U. S. Good" beef carcasses. Muscle tenderness was measured by shear readings on the raw and cooked meat, by organoleptic ratings, and by histological ratings based upon the relative amounts of collagenous and elastic tissue in the muscle. The muscles were listed according to tenderness. Tenderness varied from muscle to muscle; sometimes there was variation in tenderness within the muscle.

Most of the 25 muscles used in this study decreased in tenderness on cooking. Inasmuch as connective tissue and fatty tissue are made more tender by cooking, the decrease in tenderness of the muscle may be associated with factors such as coagulation and denaturation of muscle proteins together with varying degrees of shrinkage and hardening of the muscle fibers.

HOUSING

Contributed by Virginia Hoyt Weaver of the University of Illinois

Nineteen steps—a quick check list for building a house. *House & Garden* (Feb. 1946), pp. 40–45.

Here is a chronological outline of the way to proceed to own your home and not be disappointed: (1) keep a scrapbook and use it knowingly; (2) study your financial situation; (3) weigh values of city, suburb, and country location; (4) search for the right neighborhood; (5) retain an architect; (6) get your piece of the earth; (7) decide upon the time to build; (8) make preliminary sketches; (9) test for soil drainage; (10) get working drawings and specifications; (11) take bids; (12) set up special contracts; (13) arrange for financing and mortgaging; (14) set up owner-contractor agreements; (15) build the house; (16) pay the contractor; (17) design the landscape; (18) do the finishing touches; and (19) finish decoration.

The case history of one family's changing taste. *House & Garden* (Feb. 1946), pp. 112–121.

This article shows how and why a family changed its standards of what a good home is after seven years of living in one. Explanations and photographs show how a house with its furnishings "can own you instead of your owning them." Among conclusions are: Luxurious clutter drives one crazy. Modernity is simply the easiest, cleanest way of living. Glass, chrome, and square chunky furniture with zebra stripes is not satisfactory. Neither are painted surfaces. Warm pieces of natural woods are best. Things that sentiment dictates holding onto, if they are simple and in good taste, will fit anywhere, provided they serve a purpose. Plantings inside should be on a large scale in a clear, light place, and grow in big containers; dinky plants require daily watering.

Architectural Forum 84, No. 1 (Jan. 1946).

Ventilating system for gas ranges achieves cleaner kitchen, p. 171.

Experiments resulted in a new ventilation system which pulls vapors off from the region where they are produced, mixes them with hot combustion gases, and conducts them out through insulated piping. Thus greases are kept hot enough to remain vaporized until vented out. The crux of the system is the forced ventilation of the top oven and grill of the range at an installation cost of $50. Wall dirt or condensed kitchen grease is not caused by the fuel used but by the fats distilled from foods cooked at high temperature. The company was spurred because gas users felt that electric ranges would mean a cooler, cleaner, odorless kitchen.

First prefabricated kitchen-bath-laundry-heating plant, p. 171.

"Unitility" is a prefabricated kitchen, bath, and laundry grouped around a core containing complete heating, plumbing, and electrical systems. The kitchen includes an electric stove, refrigerator, clock, lights and outlets, sink, counter, and cabinets. Back of the kitchen is a bath which includes partly recessed tub and shower, lavatory and toilet, medicine cabinet, light, towel racks, and holders. The laundry unit has an electric washing machine, two tubs, clothes wringer, and cabinets.

Warm air registers are built into all three sides. Ductwork for the rest of the house comes from the top of the central core. The complete unit is seven feet, nine inches by seven feet, six inches and is tentatively priced at $1800 and $1500 by a Canadian company.

Metal window with self-storing feature, p. 176.

An Ohio manufacturer has a compact, permanent single window unit that provides screen, storm sash, and weather stripping plus an ingenious, patented, spring-clip arrangement that permits the lower storm sash to be raised and held in a storage space provided behind the upper sash.

Temperature and humidity control unit for homes, p. 176.

The new Airtopia manufactured by a California firm is a single compact unit which gives constant year-around temperature and humidity control together with air filtration and is suitable for a house of seven rooms or more.

Doorstop nut eliminates door stops, p. 182.

An easily installed gadget eliminates the banging of doors against walls and furniture and facilitates cleaning by doing away with floor doorstops. The stop-nut slips over the top knuckle of the door hinge with the flange down. A hinge pin holds it secure. Two types are available: one limiting opening to 90°, the other to 180°.

Aluminum blinds show heat radiation of seventy-five per cent, p. 186.

Aluminum has been incorporated into the slats of a new line of venetian blinds. One side of the

slat is polished to reflect heat. The other side is satin finished to prevent the metal from absorbing heat. The polished side facing out reflects light to the ceiling and affords a more even distribution. The satin side absorbs dominant colors in the room. Dust and grease do not adhere to the treated metal.

How to break bad habits. *American Home* **35,** No. 3 (Feb. 1946), pp. 108–110.

This article tells how a homemaker applied the principles of saving time and motion to breakfast preparation. She put up a small shelf over the sink for the percolator and coffee and cut the 20 steps needed to make coffee down to 5. The cereal cooking procedure required pan, measuring cup, water, salt, stove, and cereal in that order; therefore she arranged them conveniently. After the cereal and coffee were started, she decided to set the table rather than squeeze the oranges because putting the coffee on to percolate left her 10 feet from the oranges. After working her way around the table, setting it as she went, she ended at the squeezer and the handy oranges.

One aid to kitchen efficiency is duplicating supplies—flour on the stove and also near the place for heavy mixing; large spoons near the stove and others near the mixing center. Purchase of two drainers for orderly handling of washed dishes made possible elimination of towel drying. Minutes of intelligent planning bring countless hours of reward.

A new look at the kitchen. *Architectural Forum* **84,** No. 2 (Feb. 1946), pp. 155–159.

This is the first of two reports on the research which Mary Koll Heiner and Helen McCullough have been doing at Cornell University's College of Home Economics under a grant by the American Central Manufacturing Co. of Connersville, Indiana.

They begin with the housewife—her habits, needs, and preferences and measure the space required by each item of food, each utensil, and piece of china used by the average urban family of four. They analyze the problem of storage and use in relation to four criteria: (1) the physical limitations of the housewife—her capacity for stooping, reaching, and lifting; (2) organization of all storage in terms of first use; (3) clear visibility for all items; (4) easy accessibility for all items.

Results of applying criterion No. 1 were a maximum width of 48 inches for work units, 16 inches for depth, and a top shelf not more than 72 inches from the floor.

All items used first with heat were stored at the range center; items for mixing were organized into a mixing center; and items used first with water were grouped into the sink center. Finally, all glass, china, and silverware connected with serving food plus ready-to-serve foods were stored at the serving center.

For clear visibility materials could be only one row deep.

For easy accessibility heavy items should be stored near the counter level, a fact which will lead to the redesigning of kitchen ranges. Items of identical size and shape used in numbers can be stacked, but those of graded size or those used singly, if stacked, require wasteful and frustrating rehandling. The unit pictured is designed to serve both mix and sink centers and accommodates 75 to 80 packaged foods and 45 to 50 utensils and tools used there first. It is 36 inches long and includes a compartment for the electric mixer which swings up to counter level like a typewriter.

To reduce shoulder strain in operations such as kneading, beating, and stirring, its counter height is held to 32 inches. An ingenious swing storage cabinet holds the 175 packaged supplies needed for all four centers. Addition of a semicircular work counter so that one may stand between the two pieces of equipment makes possible a great deal of cooking done while standing in one place. Accommodating all items required at the range center is a wall cabinet for all "range-first" items. It can either replace or supplement the under-range storage equipment. It includes adjustable cut back shelves for 25 range-first packaged foods, platters, bowls, and trays for serving hot foods, testing, timing, and measuring instruments, pot cover, three skillets, griddle, covered roaster, trays, and pressure cooker. In addition, there is a complete list of the equipment stored which covers one week's food supplies.

Canadian Convention

Canadian Home Economics Association convention: July 2 to 5 at the Canadian Pacific Hotel, The Pines, at beautiful Digby, Nova Scotia.

News Notes...

New General

Sarah Gibson Blanding, dean of the New York State College of Home Economics at Cornell University since 1942, has been elected president of Vassar College to succeed President Henry Noble MacCracken, who will retire on July 1. She will be the first woman to head the College.

Alabama

Alabama Home Economics Association. The Association has added a division of art this year. Mrs. Pauline Wade, state art chairman, indicates that plans for 1946 include (1) increasing understanding of art and making people realize that it means more than the painting of a picture; (2) stressing the need for art in our present upheaval; (3) promoting higher standards of taste in consumer goods; (4) increasing public understanding as to how art can contribute to everyday home living.

At the first meeting featuring art, Mrs. E. H. Hargis of Birmingham spoke on "Acquiring and Loving Old Things" and exhibited her favorite glass, wrought iron, and silver antiques.

Alabama Polytechnic Institute. Dana Gatchell's new book *Know Your Table Linen and Table Laces* has come from the press.

Arizona

Arizona Home Economics Association. The spring meeting was held in Phoenix on March 22 and 23. The dinner Friday evening commemorated the 25th anniversary of the affiliation of the Association with the AHEA. At the business meeting a revised constitution was presented. A luncheon at which R. P. Barrett, state FHA representative, was speaker closed the meeting.

State Nutrition Work. The Coconino County Health Council, aided by Cecil Helbusch, chairman of the State Nutrition Council, and Ruth Reed, dining hall supervisor for Arizona State Teachers College, arranged a meeting at Flagstaff on February 28 on food preparation for restaurant and cafe owners. The Army Signal Corps technicolor film "Mess Improvement" was shown and discussed.

Health Committee. An interdepartmental coordinating committee of the State Departments of Public Instruction and Health has been formed to improve existing health facilities and to promote sound health policies affecting the operation of Arizona schools.

Planning Conference. The staff of the State Department of Vocational Education, teacher-trainers, and heads of home economics departments at the three institutions offering a program at the college level met to plan summer school offerings in home economics to make sure that teachers holding emergency certificates would be able to register for the courses they need in order to meet requirements for regular certificates.

Arizona State Teachers College, Tempe. The class in home furnishings made curtains and covered couches for several trailers for Victory Village—the campus home for veterans studying at the College.

University of Arizona. The Home Management House under the direction of Elizabeth Swingle opened January 30 with 13-month-old Tommy as the infant member.

Extension Service. Madeline Barley has succeeded Bertha Virmond as home demonstration agent in Cochise County.

Grace Ryan, who has been a home demonstration agent since 1919 and with the Maricopa County staff since 1923, became home economics specialist in 4-H club work on March 1.

Farm Security Administration. Mrs. Clara B. Leyerla has been transferred from Texas to Arizona with headquarters at Safford and Douglas.

California

California Home Economics Association. There are now 8 sections in the Association. The two newest, Orange County with 36 members and Citrus Belt with 60 members, were formerly part of the southern section.

Bay Section. Under the leadership of Mildred Reynolds, members have had a series of stimulating monthly meetings. In November, Walter L. Doty, editor of *Sunset Magazine*, discussed "Homes for Western Living"; at the February meeting, Fred Langhorst, San Francisco architect, talked on contemporary homes, and Stephen Lee presented a plan for a Chinatown housing unit.

Northern Section. The section's tenth anniversary was celebrated in December with a review

of its accomplishments and the cutting of a birthday cake.

College Clubs. The clubs of Province XV held a workshop at the University of California at Berkeley on April 5 and 6.

Recruiting prospective students for home economics careers has been a major interest of the college home economics clubs in Province XVI. Through their efforts, a series of 8 illustrated folders covering various fields in home economics has been made available to supplement the AHEA folder "Your Career in Home Economics." Sets of the folders may be obtained for 15 cents from Charlotte Biester of Santa Barbara College, University of California.

Los Angeles HEIB's. Last November at the request of the Braille Institute, the Los Angeles HEIB's started a series of cooking classes for the blind and visually handicapped.

State Department of Education. The new "Guide for Planning the Homemaking Curriculum," started last July for grades 7 through 12 at the Curriculum Workshop in Berkeley, has been sent by the Department to every principal and homemaking teacher in the state.

Mills College. Muriel Stoner is a new member of the home economics staff.

San José State College. New members of the staff include: Gladys Baird, instructor in clothing and costume design, and Mrs. Leona Cutting, in charge of the home management house.

University of California. The department of home economics at Davis reopened in September with Dr. Jean Warren as chairman of the department. Dr. Hazel Schultze is teaching the food and nutrition courses, and Mrs. Winifred Cochran, clothing.

Mae Lent, who was in charge of clothing work at Berkeley, has retired. Her successor is Agnes McClelland.

Extension Service. Fleda E. Smith retired as assistant state home demonstration leader at the end of January after 27 years of service.

Irene Fagin returned as assistant state home demonstration leader on December 1.

The first annual extension conference since Pearl Harbor was held in Berkeley in January.

Vera Greaves was married in November to Dr. Emil M. Mrak of the University of California. She will continue her work.

New appointments include: Amelia Sansom, assistant state home demonstration leader; Mrs. Evelyn L. March, home management specialist; Mrs. Marguerite Wursbaugh, agent-at-large; and Mrs. Maxine Otten, agent in Shasta County.

Berkeley Schools. The cafeteria department of the Berkeley public schools is sponsoring a series of institutes for employees and publishing a School Lunch Newsletter in connection with its cafeteria improvement program. Mrs. Barbara Reid Robson is in charge of the institutes, assisted by Flora Rose, nutrition consultant for the Berkeley public schools.

Oakland. Safeway Stores, Inc., has selected the name "Carol Drake" for the director of its home economics department, which will continue under the direction of Mrs. Julia P. Hindley. The name "Julia Lee Wright" will now be used only by the food editor of the *Family Circle Magazine.*

Colorado

Colorado Home Economics Association. The Association's meeting in Colorado Springs on May 4 included a half-day meeting of the college clubs at which Edna Amidon of the U.S. Office of Education spoke.

Extension Service. At the recent conference of extension workers the general agricultural program and the programs of the home demonstration, 4-H club, young farmers, and homemakers' groups were discussed. Mary Rokahr, K. R. Warner, F. C. Jans, and P. V. Kepner of the U. S. Extension Service assisted with the program.

One feature of the subject-matter conference held in January for home demonstration agents was a course on Job Method Training conducted by C. Herman Welch, Jr., of the U. S. Extension Service. Reports from the home demonstration agents show that many of them are putting into practice the principles learned in this course.

The annual meeting of the Agricultural Planning Committee at Fort Collins in February was attended by extension personnel and lay people from most of the agricultural counties of the state. The rural lay people, who were in charge of the meeting, conducted discussions on the labor situation, prepaid medical plans, and other topics of vital interest to them.

Adult Education in Homemaking. Mrs. Lotta More, former women's counselor at the federal ordnance plant in Denver and special consultant at the Denver Opportunity School, became state supervisor of adult education in homemaking education in February. She has been assisting in the survey being made at Colorado State College of the interests and living conditions of the wives of veteran students out of which will develop a pro-

gram in adult education for the spring and summer quarters.

Connecticut

Connecticut Home Economics Association. Speakers at the meeting of the nutrition division at Connecticut College on April 6 included Mrs. Edith Cushman of the State Department of Education, who spoke on the school lunch program in Connecticut, and Helen Johnson of the State Department of Health who discussed bread enrichment.

The annual meeting will be held on May 18 at the University of Connecticut. Gladys Wyckoff, field secretary of the AHEA, will be guest speaker. Lunch and tea will be served by students.

Connecticut College. Marion Weaver, recently of the University of Hawaii, is teaching Foods and Nutrition.

Hartford. Elizabeth C. Nickerson, for the past 23 years director of the Bureau of Public Health Instruction, retired from the Connecticut State Department of Health on March 1. She was honored at a party attended by 50 nutritionists from all over the state and Helen Stacey from the U. S. Children's Bureau.

The winter meeting of the community and state nutritionists was held in February at the State Department of Health. The spring meeting will be in New London during May or June.

Mrs. Deborah Gresham has resigned as nutrition director of the Red Cross to join her husband.

The Hartford Home Economics Club will hold a picnic meeting on May 22. Mrs. Mabel Bollerer will speak on flower arrangements.

Middletown. Mrs. Emily White has retired as nutritionist for the District Nurses' Association and Red Cross.

New Britain. Elizabeth Waters has joined the staff of the Springfield Red Cross.

Mrs. Ina Anderson Beebe has succeeded Mrs. Mara O'Mara Downing at Washington Junior High School.

New Haven. Mary Marguerite Kirby, recently with the WAC, has been appointed nutrition director of the Red Cross.

Future Homemakers of America. The annual meeting of the FHA in North Atlantic Subregion B was held at St. Joseph College on March 22 and 23. Hazel Frost, national FHA adviser, was present, and Rhode Island, New York, New Jersey, and Connecticut clubs were represented.

Delaware

University of Delaware. Two nutrition courses will be offered at the summer session beginning June 24: one for elementary teachers and an advanced course for home economics teachers.

Extension Service. Homemakers' Day was inaugurated in January as part of the annual Farmers' Week program at the University of Delaware. About 100 farm women from the three counties of the state attended the sessions on housing, landscaping, construction of home freezing units, and the preparation of foods for freezing.

A state-wide kitchen improvement contest is being sponsored by the home demonstration councils in Delaware under the direction of Louise R. Whitcomb and the county home demonstration agents. The March club meetings on "Planning for Better Kitchens" were the first of a series of programs related to the contest. Two classes of kitchens have been set up: one where improvements cost under $25 and one where they exceed $25.

"Home Economics Preview," a monthly 4-page leaflet prepared by Virginia Kirkpatrick, acting extension editor for home economists, made its debut in Delaware in March. Food notes, excerpts from USDA and Bureau of Human Nutrition and Home Economics bulletins, reviews of current publications, and articles by extension specialists will be included.

Red Cross Nutrition Institute. The Delaware and Southern New Jersey Nutrition Institute, sponsored by the North Atlantic Area of the American Red Cross, was held at the Delaware Chapter headquarters in Wilmington on February 15 and 16. Speakers included Dr. H. D. Kruse of the Milbank Memorial Fund, who gave an illustrated talk on "New Developments in Nutrition Research"; Dr. Henry E. Kleinschmidt, medical director of the North Atlantic Area of the Red Cross, who discussed "The Role of the Red Cross in the Community Health Program"; Mary Davenport, nutritionist of the Delaware Board of Health; and Mrs. Marion McCaughan and W. H. Lemmel, supervisor of home economics and superintendent, respectively, of the Wilmington public schools. Helen Farrell of the Public Service Electric and Gas Company of Camden, N. J., led a panel discussion on teaching devices.

Milton. Mrs. Marcia Winn is on leave from the Milton School until September.

Georgia

Georgia Home Economics Association. Themes

of the four spring district meetings were as follows: at the *Southwest* meeting in Albany—"Improving Family Living"; *Southeast*, Savannah, "Better Family Living"; *Northeast*, University of Georgia, "Improving Family Relations"; *Northwest*, Atlanta, "The Home Economist's Responsibility in the Housing Problem." Topics discussed included financing equipment, sanitation, and furnishings. Division meetings followed each program. Early payment of dues was urged.

Georgia State College for Women. The college clothing and textiles teachers held a state conference to organize a state clothing group as a follow-up of sectional clothing conferences.

A chapter of Phi Upsilon Omicron was installed at the College by representatives of Chi Chapter at the University of Georgia.

University of Georgia. Short courses in homemaking have been planned for the wives of veterans who are students.

A five-year grant from the Borden Company Foundation, Inc., has been accepted for the food and nutrition department.

Extension Service. The state home economics council has resumed its quarterly conferences. Special recognition was given to retiring members of the staff at the annual conference.

Training meetings have been conducted by extension specialists for home demonstration and county agents at which these subjects have been emphasized: training of 4-H club advisers; food production, with emphasis on poultry; special methods and techniques in breadmaking; short courses in housing, with special attention to new materials, designs, construction, and sanitation.

Augusta. Tubman High School home economics teachers are stressing in their classes ways of meeting postwar problems arising in home life today, including using good judgment in demanding postwar goods and developing greater ability to evaluate products bought.

Columbus. High school home economics teachers have taught groups at Ft. Benning and at the USO and YWCA. Projects have included food and nutrition, clothing, slip covers, and draperies. In courses for boys and girls in the schools emphasis is placed on improvement of home and family life.

Savannah. Home economics classes at the High School for Girls modernized their apartment.

The Commercial High School classes in the family worked out suggestions to aid in solving present-day delinquency among teen-age boys and girls.

Hawaii

University of Hawaii. Ruth Douglass, formerly in charge of teacher training and the Home Management House, is now Mrs. Milen Sulenta. She has been granted leave for 1946–47.

Carey D. Miller has been granted leave for 1946–47. She will leave Honolulu in August.

The resignation of Evangeline Marshall as assistant cafeteria manager and assistant in institutional management will become effective September 1.

Mrs. Lilillian Elsholtz Page, formerly therapeutic dietitian at Queen's Hospital, Honolulu, has joined the staff to teach the nutrition classes for prenurses and public health nurses.

Department of Public Instruction. The Hawaii Vocational Association has been reactivated. Ruth Douglass Sulenta of the University of Hawaii is its secretary.

The first Oahu FHA Conference since the "blitz" was held in January under the leadership of Mrs. Dorothy Gibson, with 115 people representing rural and city schools present. Thirteen schools competed in an entertainment contest in which skits, musical numbers, and a fashion show were judged on the basis of interest, presentation, and originality. An educational contest, based on menu planning, also was included. Eighth graders planned breakfasts; ninth graders, lunches; and high school girls, dinners.

A revue "How a High School Girl Should Dress" was presented at Roosevelt High School, with University freshmen modeling examples of good and poor selections. Catherine Doerr directed it.

HEIB's. Ingrid Kjorvestad, formerly assistant dietitian in the Harvard School of Business Administration dining halls, and Meda Fletcher, formerly of the Territorial Department of Public Instruction, have joined the home service staff of the Hawaiian Electric Company.

Sarah Pettee retired after serving the YWCA as cafeteria manager for 23 years. The new manager is Cena Olmstead, formerly in charge of the Student Union Building at the University of Illinois.

Idaho

Idaho Home Economics Association. The southeastern district meeting was held at Pocatello on March 30; the southwestern at Boise on April 13; and the northern at Moscow on May 4.

School Lunch Workshop. The Idaho School Lunch Committee, the Idaho Home Economics

Association, and the Idaho Parent-Teacher Association co-operated in conducting workshops in Canyon and Adah Counties. Mildred Haberly, extension nutritionist, was the leader, and Jane DeBuse of the State Department of Public Health and Sarah Scharf of the State Board of Vocational Education were her assistants.

University of Idaho. Mrs. Bessie Brooks West of Kansas State College was a campus visitor on April 9 and 10.

Extension Service. Radio schools with instruction in preparation, editing, and presentation of radio materials were conducted in Moscow, Boise, and Pocatello in February.

Illinois

State Nutrition Committee. Members of nutrition committees from 94 counties attended the state conference sponsored by the committee on March 22 to 23 in Springfield. Leone Pazourek was in charge. The program was designed to assist county committees in planning and promoting their programs, and speakers represented the fields of agricultural economics, community nutrition work, and nutrition research.

Seven counties reported on work done during 1945 in connection with the school lunch program, nutrition work in schools, surveys of eating habits of school children, and workshops to train school lunch workers.

Out-of-state speakers were Dr. E. Neige Todhunter, University of Alabama; Dr. Olaf Mickelsen, University of Minnesota; and Helen Walsh, U.S. Public Health Service.

Mundelein College. A survey made by the home economics department indicates that in the future buyers will look to new chemical fibers for durability and economical service. Questionnaires were formulated on dress ensembles, slipcovers, drapes, towels, sheets, slips, blankets, and rugs. The purpose of this survey was to set up standards for improved methods of buying new textiles which have developed as a result of political, economic, and social needs.

University of Illinois. A housing conference was held at the University from April 1 to 4 at the request of the committee on home economics instruction of the Association of Land-Grant Colleges and Universities. Heads of college departments and persons concerned with college teaching and research in housing attended from 12 midwestern states.

Such problems as the place of housing in the home economics curriculum, home economics courses and the teaching of such courses, housing research, and the need for home economists with special training in housing were discussed.

Lita Bane and Deane G. Carter made the arrangements and were in charge of the meetings.

Alumni concerned with food industries met March 6 and 7 to consider the need for a program of education and research in their field. Heading the conference was the University committee appointed last year to consider the possibility of setting up such a course on the campus. Janice Smith and Frances Van Dyne represent home economics on the committee.

Indiana

Indiana State Home Economics Association. A special meeting of the executive committee was held in Indianapolis on January 26 to consult with Gladys M. Wyckoff, AHEA field secretary, to help determine whether the state Association should have the same divisions, departments, and committees as the AHEA.

College Clubs. The college clubs of Province VI held their annual workshop on the campus of Indiana State Teachers College on April 12 and 13.

Indiana State Teachers College. At the luncheon celebration on February 16 of the founding of the home economics department, sponsored by the Ivah Rhyan Home Economics Club, tribute was paid both to the late Ivah Rhyan, founder and former head of the department, and Ellen H. Richards.

Open house for high school seniors in the county was held on Sunday, March 24. The home economics club girls conducted a style show, demonstrated procedures in the various fields of work, and acted as hostesses at tea.

Conference for Lunchroom Workers. Vocational teachers of Randolph County recently conducted a participation program for all lunchroom workers of the county. Principals, lunchroom managers, food handlers, and township trustees met in an all-day meeting in an effort to secure better understanding and co-operation among the four groups of participants in the lunchroom program.

Iowa

Iowa Home Economics Association. Revision of the constitution was studied by the executive committee in preparation for the April 13 meeting of the Council.

P. Mabel Nelson of Iowa State College, health committee chairman, reports that a spring survey of existing hazardous conditions in Iowa homes is to be followed by a home safety campaign.

College Clubs. Gloria Kelly, state club president, presided at the February meeting of Province VII in Chicago. She also presided at Iowa State Club Day at the University of Iowa in April.

Iowa State College. A two-day staff conference on student counseling problems, led by Carl Rogers of the University of Chicago, was held April 26 and 27.

The committee on food research of the subsistence research and development laboratory of the military planning division of the Office of the Quartermaster General sponsored a conference on "Developing Concepts of Protein Metabolism" on March 5 and 6 in the Fireplace Room.

Iowa State Teachers College. Postwar housing problems have formed the basis for study in the home management and house furnishing classes as the students worked on equipping and furnishing a permanent home management house.

Arrangement and equipment for the small home economics department will be studied by a workshop group from June 17 to 21. Miss Holmblade will direct the workshop.

University of Iowa. Helen Ruby became teacher trainer in February to succeed Helen Herriott, who became Mrs. Clawson during the holidays.

Twelve of the 47 women veterans on the campus are enrolled in home economics courses.

Farm Security Administration. Iowa FSA borrowers preserved an average of 427.6 quarts of food per family and stored 25.5 bushels of vegetables and fruits. Pressure cookers were used by 66 per cent of the families.

Kansas

Kansas State College. Martha Pittman, long head of the department of food economics and nutrition, has retired from active professional work. In 1942 she was one of a group receiving the AHEA's Borden award. She will continue to live in Manhattan.

Ho-I Pai, a former instructor at Yenching University who was awarded an AHEA foreign scholarship five years ago but who was stopped in the Philippines by the outbreak of war while en route to this country, began her graduate study in home economics at the College on this scholarship the second semester.

Kansas State Teachers College. Hazel Thompson, state supervisor of vocational homemaking, was a member of the Parent-Teacher Association panel which discussed "Better Nutrition for Rural School Children" at the Midwest Regional Rural Life Conference in Pittsburg in March.

Extension Service. Mrs. Vivian Briggs, formerly home demonstration agent in Nebraska, is the new family life specialist in Kansas.

The seventy-eighth annual Farm and Home Week scheduled at Kansas State College from February 5 to 8 was cancelled because of the housing situation. The home economics program was postponed until May 22 to 24.

Mrs. Ethel W. Self is now home management specialist. She will work particularly in the field of work simplification and equipment.

Vera Ellithorpe is now devoting her time to housing.

Alice Sundquist of the U. S. Extension Service visited Kansas the week of January 21 to confer with the extension clothing specialists and the resident staff in clothing at Kansas State College on the AHEA's "Consumer Speaks" project.

Mrs. Velma Good Houston has been appointed district agent-at-large.

FHA Sub-Regional Meeting. The sub-regional meeting of the Future Homemakers of America held at Kansas State College the last of February was attended by 20 girls from Iowa, Missouri, Nebraska, and Kansas. Three adult advisers from each state also participated in the meetings which were presided over by Denia Burnworth, regional vice-president from Independence, Kansas. Hazel Frost, national adviser, Rua Van Horn of the U. S. Office of Education, and Esther Lee, Kansas adviser, were program leaders.

Kentucky

Kentucky Home Economics Association. Mary Lois Williamson has been named chairman of the membership committee to fill the unexpired term of Ronella Spickard. This year's membership is 344, an increase of 21 per cent.

Roxie Arnold of Kentucky Utilities, Danville, was elected treasurer of the Association at the annual meeting in December to succeed the temporary treasurer, Helen Wilmore.

Vivian Curnutt is chairman of the newly established housing committee.

The executive board has decided that the 1946 annual meeting will be held in Lexington as early in the fall as possible.

State Nutrition Committee. The committee has been active in the attempt to defeat the repeal of legislation on the enrichment of flour. Testifying before a House of Representatives committee at Frankfort against repeal were Florence Imlay, Statie Erikson, Ann B. Eyl, Mrs. Fred Pace, Elizabeth Helton, Mrs. W. D. Valleau, and Ruth Boyden.

Vocational Education Conference. The state supervisor of home economics, teacher-trainers, supervisory teachers, and heads of home economics at Berea, Morehead State Teachers' College, Murray State Teachers' College, University of Kentucky, and Western State Teachers' College held a conference in Lexington on February 1 and 2 to set up plans for evaluating their teacher-education programs.

At a leadership conference of home economics teachers at the University of Kentucky on March 8 and 9 plans for an organization of high school home economics teachers were completed, with Evadine Parker of Murray State Teachers' College as president.

University of Kentucky. The class in interior decoration under the direction of Frances Seeds decorated one of the many prefabricated three-room houses now available to married veterans.

Extension Service. Co-operating with the farm labor and agricultural engineering departments, home demonstration agents supervised a farm and home equipment show attended by some 4,500 people during Farm and Home Week in Lexington.

New commercial equipment was shown along with devices which may be made at home. The exhibit was later shown in 28 counties of the state.

Kentucky Dietetic Association. At the annual meeting in Louisville in April, Isabel Wills was succeeded as president by Emily Bennett of the Central Dairy Council, Louisville.

Louisiana

State Department of Education. Chairmen of committees assisting in the revision of the homemaking curriculum met in Alexandria to consider additional problems. Twelve high school teachers and four college consultants attended. The chairman of each committee will outline the philosophy, goals, and suggested learning experiences in each of the areas of the homemaking program for grades 7 to 12.

Louisiana State University. Career Day for all home economics students was recently established. Alumnae representing various fields of activity came for talks and discussions with graduate and undergraduate students. A luncheon and talk by Mrs. Cecil Brown on "The Homemaker's Responsibility to Her Community" climaxed the day.

Northwestern State College. Nine graduating seniors have been initiated into the Louisiana and American Home Economics Associations.

A new course, Weaving and Textile Crafts, is being offered to both home economics majors and nonmajors.

Southeastern Louisiana College. Charlotte Ballow, recently a project service adviser with the Texarkana Housing Authority in Texarkana, Texas, has joined the home economics staff.

Elizabeth Powers has resigned from the home economics staff to make homemaking her career.

Southwestern Louisiana Institute. Betty Taylor of Waukon, Iowa, and Beth Andrews of Greenville, Texas, have joined the home economics staff as dietitians and instructors. Both served overseas as dietitians in the Medical Corps.

Extension Service. To improve the homes and living conditions of rural people, the Extension Service is placing the latest housing information before housewives at a state-wide series of 16 housing schools now under way.

Future Homemakers of America. "Looking Ahead as Future Homemakers" was the theme of the four district meetings of the FHA. The first state scholarship of the organization has been awarded to an outstanding college freshman.

Maine

State Department of Education. On February 2, a conference of home economics supervisory teachers, called by the Department, was held at the Eastland Hotel in Portland. Louise Stedman and Florence L. Jenkins presided, and 16 supervisory teachers and heads of home economics departments from each of the teacher-training institutions in the state attended.

In November Berenice Mallory and Susan Burson of the U. S. Office of Education were in Portland for a week to work with Florence L. Jenkins, state director of home economics, and Lena E. Shorey, city supervisor of home economics, on a study of the Portland home economics program.

University of Maine. Erna Davis, a former WAVE, joined the staff in April to finish the home management work of the year, succeeding Avis Woolrich, now on the staff of the BHNHE.

The State Nutrition Committee, of which Marion Sweetman is chairman, is furnishing mate-

rials on low cost adequate diets to the wives of servicemen at the University.

Extension Service. The winter conference for all extension agents held early in February was arranged to give help on present extension plans and to consider extension policies for the years ahead. P. V. Kepnor, Florence Hall, and Charles Potter represented the Washington office.

Charlotte Cleaves, state clothing specialist since 1939, became Mrs. Stetson Smith on December 29. She will continue her work for the present.

Mrs. Ralph Danforth, assistant food specialist, resigned in December to join her husband, who had returned from service with the armed forces. They are living in Indianapolis, Indiana.

Maryland

Hood College. Onica Prall expects to return to the College next fall as director of the Home Management House and supervisor of the Nursery School, after a two-year leave of absence. Her recent work has been in Greece with UNRRA.

Marked student interest in merchandising has resulted in the addition of two courses in laboratory experience in selling. A co-operative arrangement with department stores now provides six to eight weeks of summer work under the supervision of the store and a faculty co-ordinator. Last summer 12 girls participating in this plan were employed in department stores in Washington, D. C., Harrisburg, Pa., Newark, N. J., New York City, and Boston, Mass.

Hood College students have taught nutrition to several local scout groups of Frederick.

The Nursery School has increased its enrollment from 14 to 20 children and has been given the use of two additional rooms for play space. Now 110 College students use the Nursery School as a laboratory for observation and participation during the year. The two- to five-year-olds meet in two age groups, five mornings a week, each with a full-time teacher. An active parent education program is under way, with films, discussion groups, exhibits, and parent participation scheduled throughout the school year.

University of Maryland. Dean Marie Mount has given $2,000 to the University for scholarships in the College of Home Economics during 1946–47.

Under the direction of Mrs. Frieda McFarland, students in the clothing department presented a fashion show in the University Auditorium on February 13. Photographs were made of the students modeling the student-made clothes for use in *Leatherneck*, publication of the U. S. Marines, in order to attract women Marines to the field of home economics after their mustering out.

State Department of Education. Home economics teachers in Allegheny County have revised the course of study required of all eighth-grade girls in the county. It deals largely with nutrition, foods, home management, and child care and is based on surveys of food habits in the county and conferences with homemakers. This course is available for small fee from the County Superintendent of Schools, Cumberland, Maryland.

Mrs. Gertrude Nichills Bowie, recently supervisor of home economics and the school lunch program in Montgomery County, became assistant state supervisor of home economics on February 1.

Michigan

Michigan Home Economics Association. The Association took part in the celebration of Home and Family Week from December 2 to 8. A 15-minute broadcast over station WKAR, in which Gertrude Manchester, Marie Dye, and Mrs. Merle Byers took part, was part of the home economics program.

The Association was invited to participate in the Regional Conference of the Educational Policies Commission on January 11.

Michigan State College. Winifred Gettemy, who retired in 1942, died on September 6.

Mrs. Lois Hays, assistant professor of foods and nutrition, died on October 19.

Hazel Strahan is now head of the department of textiles, clothing, and related arts. New members of the department include Leona MacLeod, Mary Gephart, Jane Werden, Gertrude Nygren, Josephine Martin, and Cornelia Beckwith.

The child development staff includes Shirley Newsom, Bernice Borgman, Ruth Highberger, and Mary Alice Phillips.

The foods and nutrition department has the following new staff members: Dr. Edna Brown, Mary Morr, Annanell Campbell, Ruth Ingalls, Zoe McCormick, and Marguerite Jackson.

Faith McAuley, new institution administration staff member, is starting a project combining extension and research services for people in the tourist and resort food business.

Northern Michigan College of Education. New staff members include Laura Baker, lunchroom manager and teacher of textiles, and Hilma David, teacher-trainer.

Wayne University. As part of the University's

air cargo research program, Mrs. Katherine K. Burgum has been working on a study of shipping perishable foods by air transportation. Zoe McCormick, former graduate student, investigated one phase of this study for her thesis, "The Consumer Acceptance of Kitchen Serviced Vegetables."

New staff members include Elsa Koskinen, who is teaching consumer problems and millinery; Jean Hughes, institution management; and Marquita Huyck, foods and nutrition.

Western Michigan College of Education. The home economics department is co-operating with the business education department in the teaching of merchandising.

Extension Service. The 1945 Certificate of Recognition of Epsilon Sigma Phi was awarded to Edna V. Smith Tuller, who retired July 1, 1944. Twelve such awards for outstanding service are made each year throughout the United States.

Helen Noyes is now home management specialist with the Washington State Extension Service.

Farm Security Administration. New home management supervisors include Rosemary Ellis at Big Rapids, Winona Weissinger at Gaylord, Eulalia Toms at Jackson, and Mrs. Josephine Fitzgerald at Greenville.

Tyyni Niemi, recently in the WAVES, has returned to her former position at Ontonagon.

A state-wide training school for home management supervisors was held in October at Michigan State College.

Battle Creek. Mary I. Barber of the Kellogg Company was awarded a special citation for her public service by the Grocery Manufacturers of America, Inc., at a luncheon in the Hotel Netherland Plaza, Cincinnati, at which the organization was host to food editors.

Battle Creek Home Economics Association. At the annual election of officers of this newly organized group in December, Mrs. Gertrude Cameron was elected president; Mrs. Helen Banach, vice-president; Wilma Spencer, treasurer; and Mrs. Lora Wedel, secretary. The outstanding project of the organization during 1945 was helping to finance and furnish the Purple Heart House for the use of enlisted patients at Percy Jones General Hospital.

At a public meeting Dr. Margaret Ohlson of Michigan State College spoke on "Special Problems of Child Nutrition in Michigan."

Mississippi

Mississippi Southern College. During the fall quarter, student teachers in home economics did off-campus teaching. At one center—Purvis—the girls stayed for six weeks and became better acquainted with the homemaking problems of their pupils and felt more a part of the school than did those student teachers who returned to the campus for a part of each day.

Martha Elizabeth Rutland of Austin, Texas, is director of the Nursery School this year and assistant professor of home economics.

Montana

Montana State College. A new course in Cooperative Extension Work in Agriculture and Home Economics is being offered at the College during the spring quarter. It is an introductory one for students of junior standing, both men and women, who wish to prepare for extension work. It will be followed by summer practicum and an advanced course next year for seniors.

Mrs. Marjorie Threlkeld Hedrick, assistant professor of home economics research, resigned on March 1 to join her husband. Their home will be in St. Paul, Minnesota.

Jessie E. Richardson is the author of the bulletin "The Nutrition of Tomorrow" published by the nutrition committee of the General Federation of Women's Clubs.

Extension Service. Alma Ryffel and Lucile Nelson, both graduates of Montana State College, are new home demonstration agents-at-large. Miss Ryffel is temporarily assigned to Cascade County and Miss Nelson to Fergus County.

Lillian Stone, home demonstration agent in Yellowstone County, received a distinguished service award from the National Home Demonstration Agents' Association in recognition of her work.

Lora Hilyard became clothing specialist on February 1. She had held a similar position in Iowa.

Pauline Bunting, who for 11 years was assistant state 4-H club leader, is now home management specialist in Wyoming.

Future Homemakers of America. Gertrude Roskie, state sponsor for the Future Homemakers of America, reports 52 chapters with a total membership of 1,507. Twelve district club meetings were held in the fall, and a state meeting will be held in May during high school week.

DOES NUTRITION TEACHING GET RESULTS?

When 7 out of 10 children are found to be "good eaters" in one school and less than 3 out of 10 eat as well in similar schools nearby . . . it's news. And when we know that children in the first school received special teaching in nutrition, while those in the other schools did not . . . it's encouraging.

Following a nutrition emphasis program of several months, a special survey of eating habits was made last year in a typical rural elementary school in the midwest. Then results were compared with earlier surveys made in six similar schools in the same county, where no special emphasis had been given.

In the pre-taught school, the percentage of children having "good or adequate" diets was 69.5%. At the other six schools it was 25.3%. By specific food groups, the percentage of children getting adequate amounts was definitely better where nutrition had been emphasized than in the other schools . . . milk, 76.8% against 26.2%; eggs, 43% against 21.4%; green and yellow vegetables, 50% against 9.5%.

While results from a limited survey such as this are far from conclusive, they are nevertheless quite heartening.

General Mills is now printing posters, booklets and related teaching aids to help other elementary schools create a well-rounded program of health and nutrition education. For information, address:

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EVERY DAY'S DIET SHOULD INCLUDE THESE FOODS

GREEN AND YELLOW VEGETABLES . . . some raw, some cooked, frozen or canned. At least one serving a day.

ORANGES, TOMATOES, GRAPEFRUIT . . . or raw cabbage or salad greens. At least one serving a day.

POTATOES AND OTHER VEGETABLE AND FRUITS . . . raw, dried, cooked, frozen or canned. Two or more servings a day.

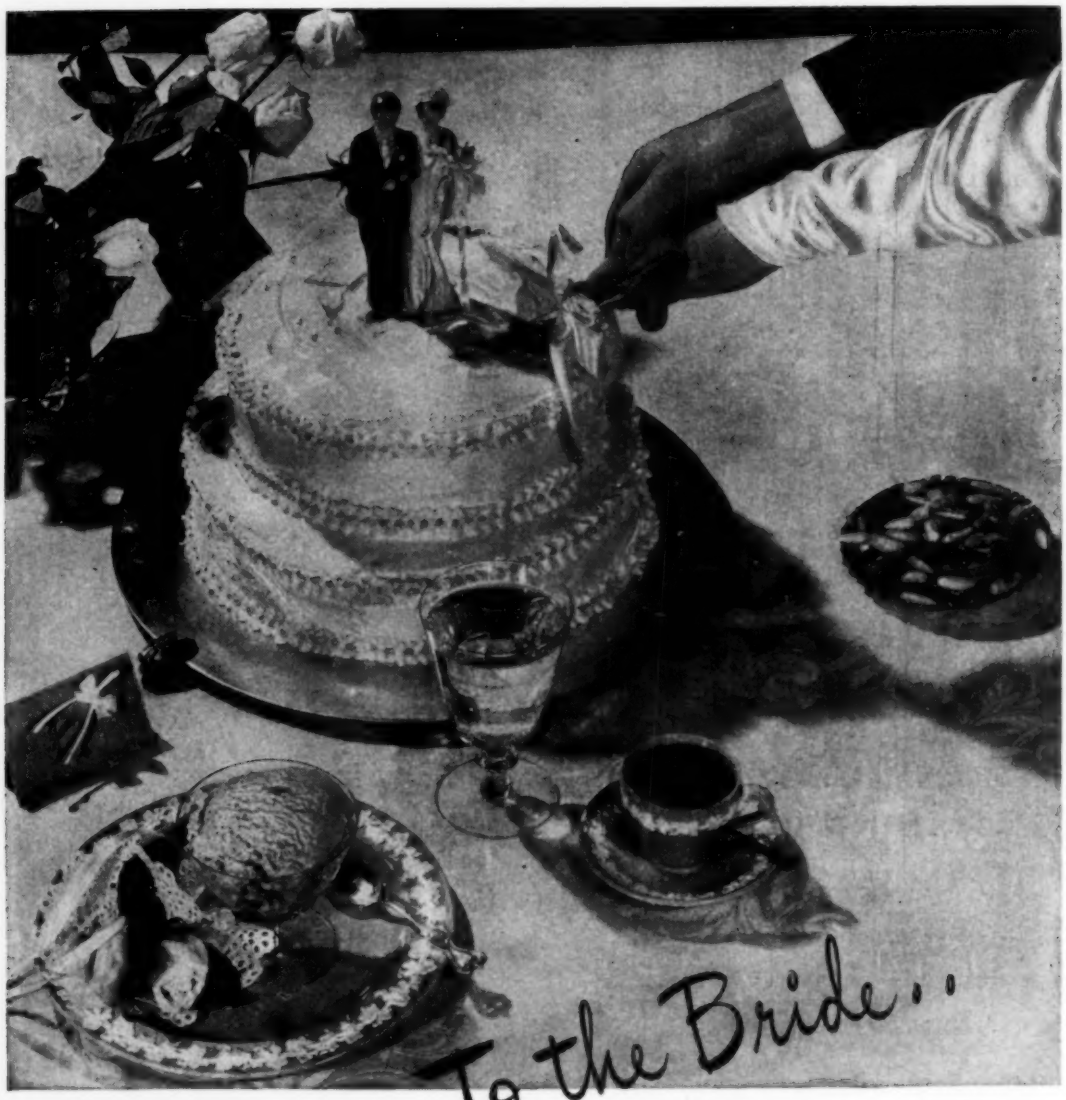
MILK AND MILK PRODUCTS . . . fluid, evaporated or dried milk. One quart (or its equivalent) a day for children and expectant or nursing mothers; one pint a day for all others.

MEAT, POULTRY, FISH OR EGGS . . . or dried beans, peas, nuts or peanut butter. One serving of meat, poultry or fish a day, occasionally peas or beans instead. Three or four eggs each week.

BREAD, FLOUR, CEREALS . . . natural whole grain or enriched or restored. Three or more servings a day.

BUTTER AND FORTIFIED MARGARINE . . . use for spreads and for seasoning as you like and as supplies permit.

In addition, all growing children and all expectant or nursing mothers should be provided with 400 units a day of Vitamin D in the form of Vitamin D milk (fresh or evaporated), fish liver oil or Vitamin D concentrate



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We planned this new issue of our Sealtest Food Adviser especially for brides; but there are so many helpful hints on proper kitchen equipment, budgeting, marketing, entertaining, planning meals, etc., that we should like every teacher, housewife, and prospective bride to have a copy.

The original recipes and menus alone should make it a treasured addition to your file. There are such items as potato celery soup, party cheese cake, rhubarb sundae, ham loaf, Mexican fondue and baked Alaska tarts, to mention just a few.

And, every one of them includes milk, cream, buttermilk, cottage cheese or ice cream—those precious dairy foods which add so much good, solid nourishment to the daily diet.

Remember—*Dairy Foods Should Be Daily Foods!* Let the new Sealtest Food Adviser show you how to use them temptingly and often.

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Seventh Edition

BY HENRY C. SHERMAN

Mitchill Professor of Chemistry, Columbia University

The new seventh edition of *Chemistry of Food and Nutrition* incorporates all recent research in this field. Discussions of nutritional needs and the tables of nutritive values have been revised in accordance with the latest dietary recommendations and studies of food values by the Federal Government and the National Research Council. Two new chapters have been added to the text, one dealing with the nutritional characteristics of the chief groups of foods, the other with the causes and extent of variations in the nutritive values of foods.

As an aid to those who wish to use this text in shorter courses, or those who wish to use the book as a desk reference, all advanced nutritional information and advanced chemical information, which can be omitted while preserving the continuity of presentation, have been set in a smaller type than the rest of the book.

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Butter has many qualities that explain its pre-eminence as a food.

EVERYONE loves butter's delicious flavor. But its high content of Vitamin A is the factor that gives it prominence on virtually every diet list recommended by physicians, nutritionists and home economists.

Vitamin A is important to vision, especially night vision. If you drive a motor car at night and suddenly find that you do not see well . . . or if you go into a movie theater and find that your eyes do not adapt themselves to the dark . . . you may be experiencing night blindness, the first symptom of lack of Vitamin A.

Butter is one of nature's abundant food sources of this essential health guarding vitamin.

Butter brings much of the nutriment of the cream from which it is churned . . . including 100 calories of energy per tablespoonful. And it adds nourishment and flavor to all foods with which it is served.

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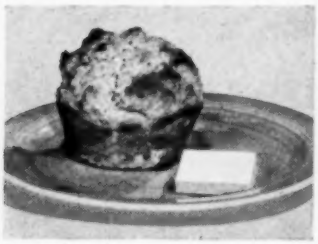
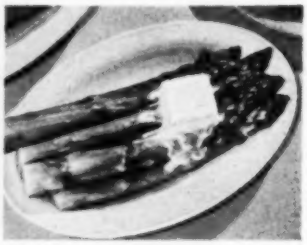
A non-profit, educational organization promoting national health through a better understanding of dairy foods and their use.



Muffins . . . irresistible when served with *butter.*

Baked Potato, more delicious and more nourishing when served with *butter.*



Vegetables . . . with *butter,* become temptingly tasteful.

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BY Mary I. Barber OF KELLOGG'S

THE TAMING OF A VITAMIN

Director of Kellogg's Home Economics Department Battle Creek, Michigan

As you dietitians know only too well, thiamine is a very elusive fellow. He has a great affinity for water. He quickly gives up the ghost in alkaline solutions. And cooking also brings thiamine to no good end.

How then are we able to promise you whole-grain values of thiamine in our restored Kellogg cereals?

Remember! Kellogg cereals are actually *cooked* cereals — thoroughly and carefully cooked and ready to be eaten. However, all these delicious, Kellogg-cooked cereals either are made from the whole grain or are restored to whole-grain nutritive values of niacin, iron, and *thiamine*.

SEE THE VALUES IN THIS KELLOGG BREAKFAST BOWL

KELLOGG'S CORN FLAKES (1 Ounce)
BANANA (1 Average)
WHOLE MILK (4 Ounces) SUGAR (1 Teaspoon)

	RECOMMENDED DIETARY ALLOWANCES[1]	NUTRITIVE VALUES CORN FLAKE CEREAL BOWL	NUTRITIONAL CONTRIBUTION IN PERCENTAGES OF RECOMMENDED DIETARY ALLOWANCES[1] 5% 10% 15% 20%
CALORIES	2,730	305	11%
PROTEIN	65 grams	7.4 grams	11%
CALCIUM	.9 grams	.143 grams	16%
IRON	12 mgs.	1.32 mgs.	11%
VITAMIN A Value	4,600 I.U.	543 I.U.	12%
ASCORBIC ACID	70 mgs.	11.3 mgs.	16%
THIAMINE	1.5 mgs.	.2 mgs.	13%
NIACIN[2]	15 mgs.	1.3 mgs.	9%
RIBOFLAVIN	2.2 mgs.	.3 mgs.	14%

[1]Allowances suggested by the Food and Nutrition Board of the National Research Council for 17 age- sex- and activity- groups were weighted by the estimated number of persons in each group in 1943.
[2]Allowance suggested for moderately active man, recommended dietary allowances, revised 1945, National Research Council.

Niacin and iron are not affected by heat and are added during the cooking process. But temperamental thiamine must be added the very last thing!

If the cereal is a flaked cereal—Corn Flakes, Pep or 40% Bran Flakes—it is first cooked . . . dried . . . rolled into paper-thin flakes and then toasted to a golden-brown crispness.

If the cereal is Rice Krispies, the cooked rice kernels are lightly rolled and the flattened kernels popped in huge, revolving ovens.

AT LAST . . . THIAMINE!

The spray which now bathes the cereals with thiamine chloride resembles a miniature shower bath! The cereal moves under the "shower" on a wide belt. Several vaporfine sprays are used in order to reach every flake.

As a final precaution, sample packages are taken at random from each day's output and chemically analyzed to make certain that the vitamin content of the cereal is up to or exceeds the amounts printed on the package.

Mary I. Barber, DIRECTOR
HOME ECONOMICS DEPARTMENT

Kellogg's

KELLOGG'S CORN FLAKES • RICE KRISPIES • PEP
ALL-BRAN • RAISIN BRAN FLAKES • 40% BRAN
FLAKES • SHREDDED WHEAT • KRUMBLES

Contributes to the Satisfaction of Many Nutritional Needs

The recommendation, advanced by nutritional, medical, and home economics authorities as well as by government agencies concerned with national nutrition—that breakfast cereals be a basic component of the morning meal—is well founded. The dish composed of cereal (whether of the ready-to-eat or to-be-cooked variety), milk, and sugar contributes to the satisfaction of many nutritional needs. In fact, few if any foods can better its nutritional composition.

It provides appreciable amounts of biologically adequate protein; quickly utilized carbohydrate; fat that is rich in the unsaturated fatty acids; the important B-vitamins thiamine, riboflavin, and niacin; the essential minerals calcium, phosphorus, and iron. Of virtually all of these nutrients it supplies more than 10 per cent of the total daily requirement.

Because of the wide variety of cereal breakfast foods available and their universal taste appeal, this key dish of the morning meal need never tire the appetite. By frequent variation of the cereal served even the widely recommended basic breakfast pattern of fruit, cereal, milk, and bread and butter need never lose its appetite appeal.

Economically, too, cereals deserve the home economist's recommendation. With minor exceptions, the dish composed of 1 ounce of cereal (whole grain, enriched, or restored to whole-grain values of thiamine, niacin, and iron), 4 ounces of milk and 1 teaspoonful of sugar shows a cost of barely three cents. Few indeed are the foods which for this small cost can contribute so much to the satisfaction of so many nutritional needs.

	Average represented by: cereal, 1 oz.; whole milk, 4 oz.; sugar, 1 teaspoonful	Recommended dietary allowances (Rev. 1945) Natl. Research Council		Percentage contributed by: cereal, milk, and sugar	
		Moderately Active		Moderately Active	
		Man (70 Kg.)	Woman (56 Kg.)	Man (70 Kg.)	Woman (56 Kg.)
Calories	202	3000	2500	6.7%	8.1%
Protein	7.1 Gm.	70 Gm.	60 Gm.	10.1%	11.8%
Fat	5.0 Gm.				
Carbohydrate	33 Gm.				
Calcium	156 mg.	0.8 Gm.	0.8 Gm.	19.5%	19.5%
Phosphorus	206 mg.				
Iron	1.6 mg.	12 mg.	12 mg.	13.3%	13.3%
Thiamine	0.17 mg.	1.5 mg.	1.2 mg.	11.3%	14.2%
Riboflavin	0.24 mg.	2.0 mg.	1.6 mg.	12.0%	15.0%
Niacin	1.4 mg.	15 mg.	12 mg.	9.3%	11.7%

The presence of this seal indicates that all nutritional statements in this advertisement have been found acceptable by the Council on Foods and Nutrition of the American Medical Association.

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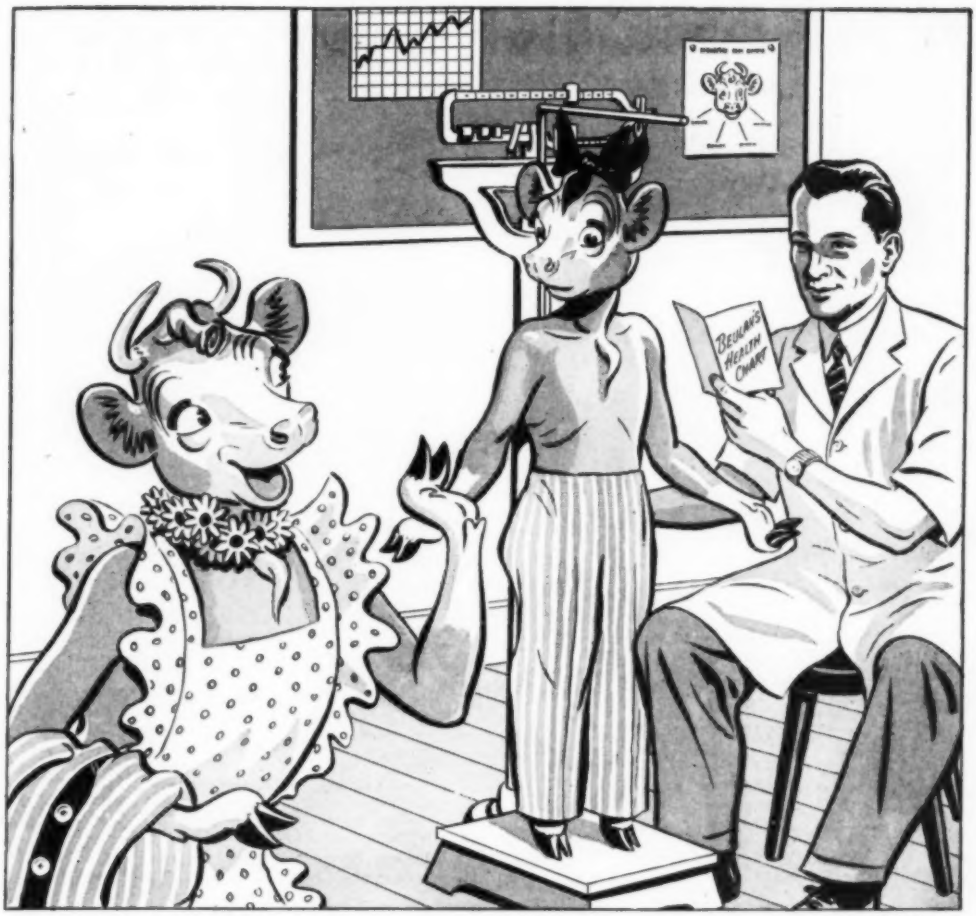

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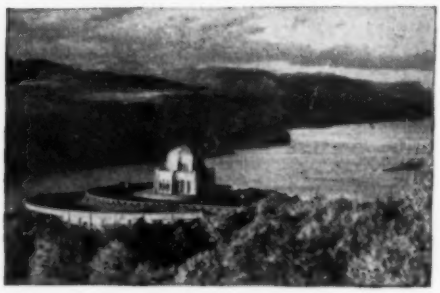

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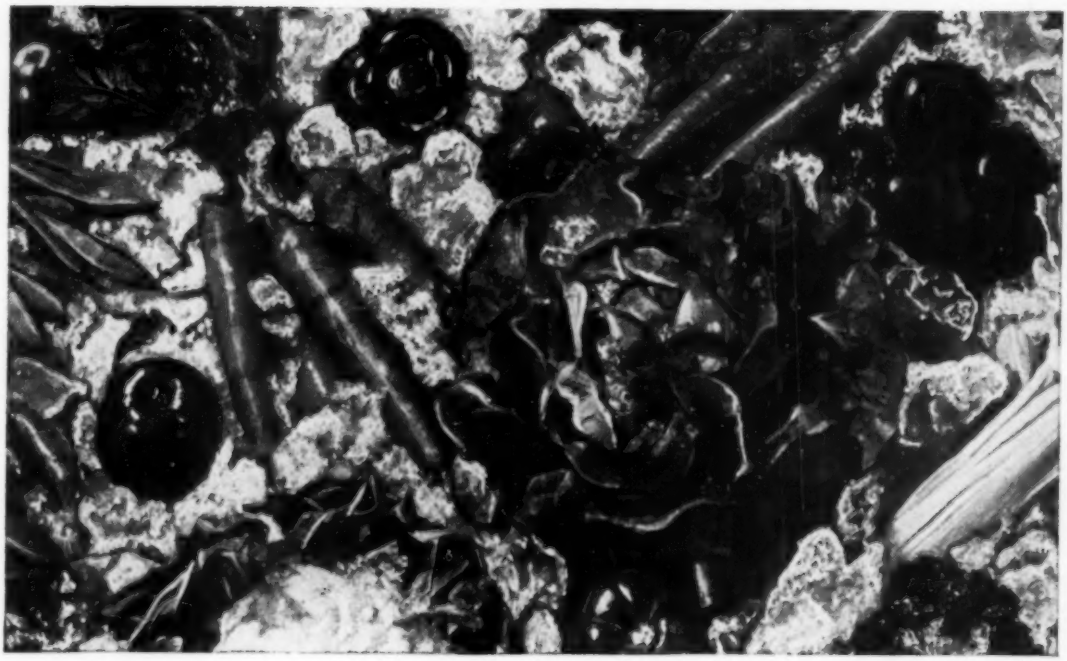

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1 teaspoon salt • ⅔ cup milk

Stir vigorously by hand or with mixer (medium speed) 2 minutes. Now stir in, by itself:

3½ teaspoons baking powder*

Now add:

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⅓ cup milk • 1 teaspoon vanilla

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Reports a study sponsored and financed by the American Home Economics Association and the Commission of Colleges and Universities of the North Central Association of Colleges and Secondary Schools.

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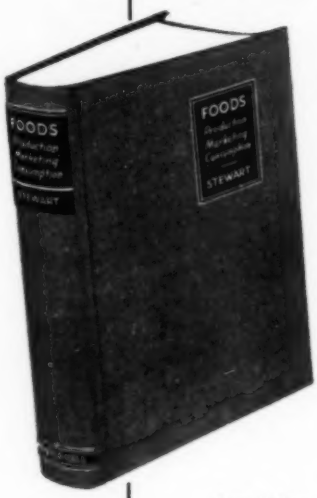

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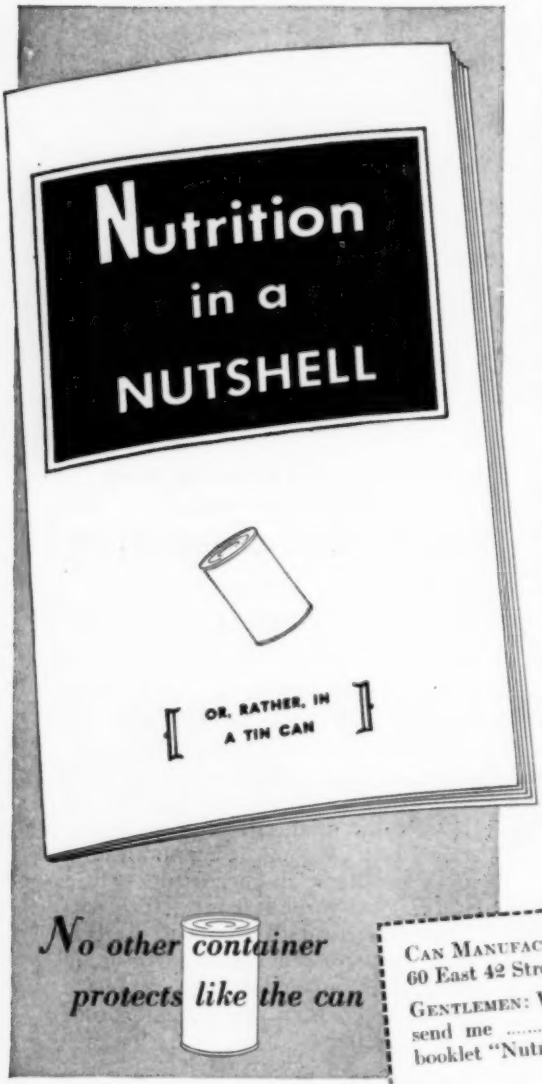

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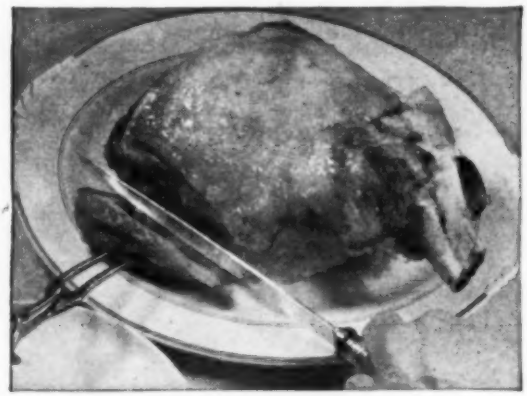
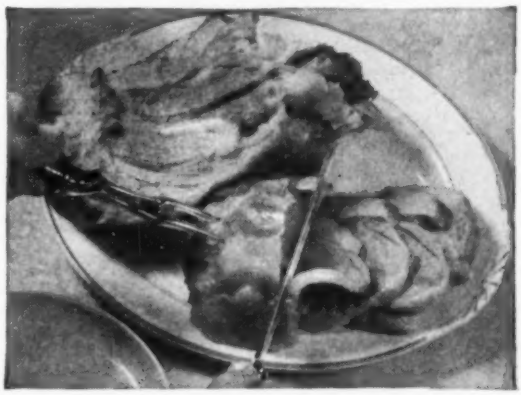
Carving directions for the picnic are given below. If correct carving is done, a picnic will yield generous serving slices and meat for second helpings.

To Cook: ***Fresh Picnic***—Place on a rack in an open pan. Roast uncovered in a moderately slow oven (325°F.) to an internal temperature of 185°F. A picnic weighing 5½ to 6 pounds will take 3 to 3½ hours to roast. Remove skin, score and brown in a moderately hot oven (400°F.) for 15 minutes.

Smoked Picnic—Cover with water. Bring to a boil, reduce heat, simmer 1½ hours. Remove from water. Skin and roast uncovered in a moderately slow oven (325°F.) 1½ hours.



To Carve: Place roast with the shank bone to the carver's right. Cut slices from the smaller meaty side. (See photograph 1) Turn roast on cut surface. Starting at the shank end cut slices down to leg bone. If desired, the chunky boneless portion of the picnic can be removed



and carved in the piece. (See photograph 2) Starting at the shank end, cut down to the leg bone, then follow along the leg bone to remove the sliceable meat. Place the boneless piece on the cut surface. Cut uniform slices across the grain.

COOKING AND CARVING YIELD

Purchase Weight	5½ to 6 lbs.
Cooked Weight	3½ to 4 lbs.
Cooking Time	3 to 3½ hours
Cooking Shrink	30 to 32%

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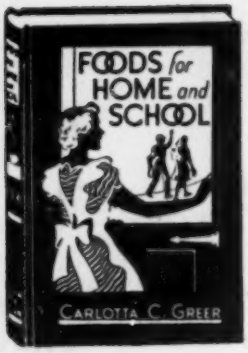
China	Wang Te Chin	34–35	Yenching University	
	Hu Jung Te	34–35	Peiping, China	
	Jean Chen	37–38	Kansas State College	Hwa Nan College, Foochow
	Hui-Lan Yeh	38–39	Michigan State College	
	Mrs. Florence Pen Ho	40–41	Iowa State College	West China Union Univ., Chengtu
	Ruth Lo-Tak Mo	40–41	Kansas State College	War Dept., Washington, D. C.
	Mrs. Suen-i Wu Chang	40–41	Merrill-Palmer, Cornell U.	Getting PhD at Oregon State College
	Wen-Yuen Fong	42–44	Oreg. State Coll., U. of Chicago	
	Mrs. Yuk-Suet Lau Wan	42–43	New York University	
	Mrs. Yu-Chieh Yung	43–44	Teachers Coll., Columbia U.	
	Ho-I Pai	45–46	Kansas State College	Still a student at Kansas State College
Costa Rica	Bertalia Rodriguez-Lopez	41–42	Wayne University	Geo. Washington School, San Ramon
Cuba	Mrs. Manuella Fonseca	41–42	Teachers Coll., Columbia U.	Santiago de Cuba
	Mafia Mafon	43–44	University of Tenn.	Department of Agriculture, Havana, Cuba
Egypt	Mona Doss	38–39	Temple University	American College for Girls, Cairo
England	E. Winifred Parry	42–43	U. of Wisconsin	Kenyan Colony, East Africa
Finland	Hanna Karttunen	38–39	Montana State College	Kotitalousopettajaopisto, Jarvenp ää
India	Phyllis Harley	1930	Traveling Fellowship	Dow Hill School, Dow Hill, P. O., N. Bengal
	Mrs. Pritha Kumarappa Shalizi	42–43	Purdue University	
	Bluebell Reade	44–46	U. of Calif., Berkeley	Still a student at U. of California
	Pramila Pandit	1946	Oregon State College	Still a student
Japan	Takako Okada	37–38	Oregon State College	YWCA, Tokyo
New Zealand	Rae P. Vernon	43–44	Oregon State College	En route to Roxburgh, New Zealand
Peru	Elsa Sifuentes	40–43	Syracuse University	Syracuse University
Philippines	Mrs. Soledad Payawal	43–44	Iowa State College	USDA Regional Research Lab., Albany, Calif.
Poland	Antonina Kopta	37–38	Merrill-Palmer School	Zakopane-Kuznice, Liceum-Gospodarcze
Sweden	Marta Dalen	37–38	Michigan State College	Författarvägen 6, Alsten
Syria	Mrs. Sophie Wakim Karayusuf	38–40	Ohio University	Aleppo College, Aleppo
Uruguay	Thelma Estevez	44–45	Iowa State College	Crandon Institute, Montevideo, Uruguay

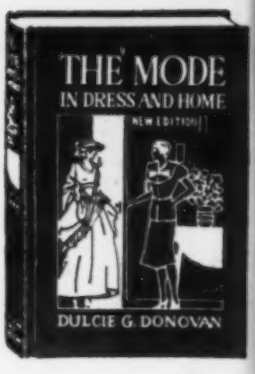
19 Countries 34 Fellows 21 Colleges & Universities

In addition to the 39 scholarships awarded to date, Zarina Soule of India was granted a scholarship for study during 1945–46 at Michigan State College and K'uang Jui-fang of China was granted one for study at Kansas State College. Miss Soule reached this country late in April and will begin her study next September. As of May 1, 1946, Miss K'uang had not been able to arrange for transportation, but she hopes to reach this country by September.



YOUR HOME AND YOU and FOODS FOR HOME AND SCHOOL

By Carlotta C. Greer



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Your Home and You is a design for modern living, written by one of the best-known teachers in America, a past president of the Home Economics Department of the National Education Association, an author whose books have stood the test of classroom use.

Your Home and You prepares pupils for modern life, emphasizing co-operation in home and family, and teaching the basic facts regarding foods, health, budgeting, the art of dressing sensibly and well, proper care of home and clothing, intelligent buying. A story introduces each new topic with the human-interest approach.

FOODS FOR HOME AND SCHOOL

By Carlotta C. Greer

This new book meets present demands in our home economy. Recipes have been made in the light of the laboratories' latest evaluations of the vitamins, of fats, including vitaminized margarines and other butter or lard alternates. The quantities of ingredients have been reapportioned to help in the national need for conservation.

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By Dulcie G. Donavon

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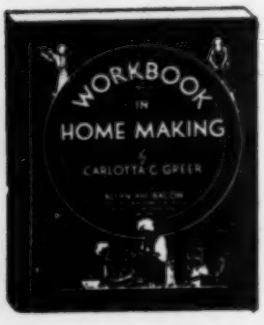
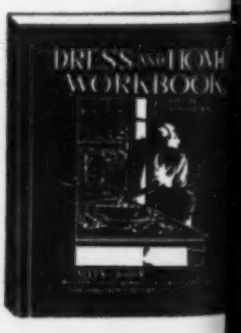
The workbook to accompany the *Mode in Dress and Home* is designed to make the study of clothing and homemaking easier and more interesting. When completed it becomes a permanent record of the year's accomplishments.





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